

What does Music look like in EYFS?

Being Imaginative and Expressive	Provision at Wychwood which is embedded across the year:
<p>ELG areas that link to Music:</p> <p>-Sing a range of well-known nursery rhymes and songs.</p> <p>-Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.</p>	<ul style="list-style-type: none"> • In Term 1, we introduce the children to our song maps during our whole class snack session. This is where we have drawn out pictures to support children in knowing the words to familiar songs e.g. five speckled frogs. In our provision, we then have a songs map folder so that the children can access this independently and sing a range of well known songs. • Throughout the year we add enhancements to using the song folder. We add it to our stage area on a music stand, we put it beside instruments or with the iPad to give children opportunities to practise singing with a range of mediums and in different ways. • At the beginning of our whole class reading lessons we introduce a new nursery rhyme each week. Similar to above, this is drawn out as a map to help children remember the words to each nursery rhyme. The nursery rhymes folder is out in our story area and the children can access this independently during provision time. • Enhancements are added across the year to using our nursery rhymes folder in provision. E.g. we add it to the children's 'teaching area' where they teach each other nursery rhymes or we put out blank books where the children can create their own nursery rhyme books to take home. • A copy of the nursery rhyme and songs booklet is in our learner of the week pack which goes home with a child each week, giving them the opportunity to share these rhymes and songs with someone at home. • In Term 2, we learn the songs for our nativity. We talk about singing in time with the music and looking to the teacher for 'cues' such as counting in or copying actions. We learn the different between projecting our voice and shouting and practise this when singing our songs. All children have the opportunity for a speaking part and we talk about saying our lines clearly, body language, facial expression and what acting means. • From Term 3 we have a weekly Music lesson at the end of the day with a different focus each term. We talk with the children about how music can make us feel and react and at the end of our lessons in Term 3 and 4, we listen to a piece of classical music and lie down and close our eyes. We then share our thoughts and feelings for how it made us feel with teachers drawing attention to particular parts of the song e.g. where it was louder, faster etc. They are introduced to the word composer and what this means. • In Term 3, the focus is on pitch and children are introduced to this word. They listen to pieces of music and listen out for high and low notes as well as exploring this with their own voices. Different tasks include copying and repeating high and low sounds from a piece of music or from the teacher's voice with a focus on listening skills. • In Term 4, children are introduced to the words tempo and volume. They use their voices to explore tempo and volume as well as listening out for this in different pieces of music. Different tasks include passing sounds round a circle and exploring tempo and volume with the instruments.

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	<ul style="list-style-type: none"> • In Term 5 the children focus on composition and use the programmes 2beat and 2xplore do this. Children will learn a variety of skills such as selecting different instruments, adjusting the speedometer, recording their song, playing it on loop. The teacher will also explain what a pattern might look like in music and how often sounds are repeated throughout a song. The children also learn about lyrics and explore changing the lyrics to familiar tunes e.g. Frere Jacques. • In Term 6, the theme on composition continues with children exploring body percussion and how to incorporate this into songs. They also embed the language and knowledge they have learnt over the year in preparation for Year 1. • In Term 5 and 6, the children are taught about different genres of music e.g. folk, country, rap and rock music. We talk about how music can evoke different emotions and we share these as a class. • At Forest School, children are encouraged each week to take time to pause and listen to the natural sounds they hear all around them. Like in our music lessons, we share how this can provoke a response and children are given time to share how this made them feel or what it reminded them of.
<p>Links to KS1 Music Curriculum</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music • Begin to play tuned and untuned instruments musically • Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music.