

Music (EYFS EAD – Being Imaginative and Expressive)

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS	Links to Year 1 Thresholds concepts/milestones
<p><b>Sunbeams (Nursery 2 year old Provision)</b></p> <p><b>2 to 3 year olds</b></p>	<p>Singing songs daily and learning Nursery Rhymes.</p> <p>Exploring different instruments and making different sounds within Continuous Provision.</p> <p>Playing music for children to move and dance to, using songs with actions.</p>	<p>Song words, bang, clap, stamp, move</p>	<p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Use their voice in different ways such as speaking, singing and chanting with accompaniment.</p> <p><b>Pulse</b> - know/understand that the pulse is the foundation of all music, the heartbeat of a song</p> <p><b>Pitch</b> – understand that melodies have high and low notes, control voice to reach these different pitches</p> <p><b>Duration</b> – control voice for long and short notes. Do this in response to the leader.</p> <p><b>Dynamics</b> – understand that varying the volume/dynamics can create musical effects</p> <p><b>Tempo</b> – understand that songs can be fast or slow</p> <p>Develop control and accuracy on tuned and untuned percussion and copy simple rhythm patterns.</p> <p>Order sounds within simple structures.</p> <p>Make, combine and control long, short, high and low sounds, using instruments to create an effect.</p>
<p><b>Sun (Preschool)</b></p> <p><b>3 to 4 year olds</b></p>	<p>Singing songs daily and learning Nursery Rhymes.</p> <p>Exploring different instruments and making different sounds within Continuous Provision.</p>	<p>Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, loud, quiet, shake, tap, bang</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Make, combine and control long, short, high and low sounds, using instruments to create an effect.</p>

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	<p>Learning to sing new songs. E.g. Nativity</p> <p>Responding to different genres of music and talking about how it makes them feel.</p> <p>Learning names of instruments – drum, tambourine, bells</p> <p>Singing songs that have a different pitch - go higher then lower.</p>		<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch</p> <p>Recognise mood, character and contrast in pieces</p> <p>Begin to use appropriate vocabulary to describe music linked to threshold concepts</p>
<p><b>Reception</b></p> <p><b>4 to 5 year olds</b></p>	<p>Singing songs daily and learning Nursery Rhymes.</p> <p>Exploring different instruments and making different sounds within Continuous Provision.</p> <p>Learning to sing new songs. E.g. Nativity</p> <p>Responding with movement to different genres of music and talking about how it makes them feel.</p> <p>Learning names of instruments – drum, tambourine, bells, maracas, claves, glockenspiel and xylophone</p> <p>Learning about the pulse in the music and how to imitate this with their bodies.</p> <p>Keeping a simple pulse with musical instruments.</p>	<p>Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, , maracas, claves, glockenspiel and xylophone, loud, quiet, shake, tap, bang, pulse, beat, orchestra, violin, flute, clarinet, trombone, cellos, horn, tuba etc</p> <p>Percussion, high, low,</p>	<p><b>17. Being Imaginative and Expressive ELG</b></p> <p><b>Children at the expected level of development will:</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</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>	

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	<p>Introduce an orchestra and the different musical instruments that play in an orchestra.</p> <p>Opportunities to listen to musicians play their instruments live.</p>			
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