



# Expressive Arts and Design: Being Imaginative & Expressive - Music

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, **the Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

## Expressive Arts and Design: EYFS Statutory Educational Programme

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## EYFS Culture and Communities – Development Matters (non statutory)

### Children aged 3 and 4 will be learning to (preschool):

- Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

*.Examples of this may include: Play, share and perform a wide variety of music and songs from different cultures and historical periods.*

Remember and sing entire songs.

Sing the pitch of a tone sung by another person (‘pitch match’).

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know

*Examples of this may include: Clap or tap to the pulse of songs or music and encourage children to do this.*

Play instruments with increasing control to express their feelings and ideas.

*Examples of this may include: offer children a wide range of different instruments, from a range of cultures, this might also include electronic keyboards and musical apps on tablets, encourage children to experiment with different ways of playing instruments.*

### Children in Reception will be learning to:

Listen attentively, move to and talk about music, expressing their feelings and responses.

*Examples of this may include: Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it.*

- Sing in a group or on their own, increasingly matching the pitch and following the melody.

*Examples of this may include: Sing call-and-response songs, so that children can echo phrases of songs you sing, introduce new songs gradually and repeat them regularly*

Explore and engage in music making and dance, performing solo or in group

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*Examples of this may include: Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.*

**ELG: Being Imaginative & Expressive (Statutory)**

**End of Reception: Children at the expected level of development will:**

**Invent, adapt and recount narratives and stories with peers and their teacher;**

**Sing a range of well-known nursery rhymes and songs;**

**Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music**

**Key Vocabulary:**

**Music, sound, pulse, beat, rhythm, songs, singing, pitch, melody, voice, musical instrument, noise, loud, quiet,**