



At Elburton Primary School we value music as an important part of the children's entitlement to a broad and balanced curriculum. Music provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Teaching in the Early Years Foundation Stage is underpinned by the Characteristics of Effective Learning. Music is an integral and well-resourced part of life in Early Years. We aim for music sessions to be fun and inspiring, engaging the children with songs, lyrics and movement. Music allows our children to feel reflective and expressive, developing their own appreciation of music with the opportunities that we provide. Music is planned in line with the development matters statements along with cross curricular links to their own interests. Through our music session children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole-body actions, and learning to handle and play suitable instruments effectively to create and express their own and others' music. Through a range of group sessions children have opportunities to explore sounds, listen actively, compose and perform.

	Learning Experiences	Key Vocabulary and what children need to know	Outcomes
Nursery 2 Year Old Provision	<p>Nursery Rhymes / Singing</p> <p>Group sessions, encouraging children to join in singing favourite songs. Repeating familiar songs.</p> <p>Use Makaton alongside songs to encourage participation and understanding.</p> <p>Voices foundation.</p> <p>Movement and Dance</p> <p>Teach actions to songs, provide opportunities to express themselves through music and dance.</p> <p>Explore movement in time to music - Squiggle whilst you wiggle.</p> <p>Rhythm and Pulse</p>	Loud, soft, quiet, fast, slow, high, low, whisper, shout, sing, in time, quick, tap, bang, shake, move, stretch, jump, wave, clap, stamp, twist, wiggle, beat, dance, start and stop. Teach instrument names	<p>Show attention to sounds and music.</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. Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p>



EYFS PROGRESSION MAP
EXPRESSIVE ARTS - MUSIC



	<p>Rhythm & Pulse: Create and explore sounds and how they can be changed by banging, shaking, tapping instruments.</p> <p>Pitch and Tone</p> <p>Explore how instruments and voices can sound and be changed. Repeat familiar songs and teach different ways to change sounds (loud, soft, slow and fast)</p>		
Preschool	<p>Nursery Rhymes / Singing</p> <p>During group times, join in dancing and ring games.</p> <p>Teach familiar songs, encouraging participation. Sing Up!</p> <p>Movement and Dance</p> <p>Encouraged to join in with actions to familiar songs, opportunities to move rhythmically to a range of music – Squiggle whilst you wiggle</p> <p>Rhythm and Pulse</p> <p>Rhythm & Pulse musical instruments provided during group sessions. Focus on listening for the rhythm and repeat by banging, tapping, shaking etc.</p> <p>Pitch and Tone</p>	<p>Loud, soft, quiet, fast, slow, high, low, whisper, shout, sing, in time, quick, tap, bang, shake, move, stretch, jump, wave, clap, stamp, twist, wiggle, beat, dance, start and stop. Teach instrument names. Rhythm, pulse, sound, listen, hear, repeat,</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. 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>



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	Exploring how sounds can change using voice and instruments, focussing on how the sounds are made and changed.		
Foundation	<p>Nursery Rhymes / Singing Teach new songs, Sing Up! Promote confidence through solo singing and group participation.</p> <p>Movement and Dance</p> <p>Teach new ring games, dances. Encourage children to explore their own movements and ways in which they can be changed. Daily movement session with Sticky Kids.</p> <p>Rhythm and Pulse</p> <p>Explore sounds of instruments and how these can be changed. Encourage repeated rhythms, listening to the beat in music and responding to changes in tempo and volume.</p> <p>Pitch and Tone During singing sessions, explore how the voice can be changed. Spoken, whispered, sang... Sing Up!</p>	<p>Loud, soft, quiet, fast, slow, high, low, whisper, shout, sing, in time, quick, tap, bang, shake, move, stretch, jump, wave, clap, stamp, twist, wiggle, beat, dance, start and stop.</p> <p>Teach instrument names.</p> <p>Rhythm, pulse, sound, listen, hear, repeat.</p> <p>Voice, change, Loud, louder, loudest, Quiet, quieter, quietest etc...</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG</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>