



EYFS Music @ Tranmere Park Primary School



This draws upon guidance from Development Matters (2021) – specifically the 'Expressive Arts and Design' area of learning.

How we achieve 'high quality music' outcomes for our EYFS children:

Teacher led inputs

- These include teacher led sessions in either whole class, small group or individual sessions. Including rhyme time, story time, singing, as extras within main teaching sessions or extras in short time sessions (e.g. singing whilst lining up / doing some body percussion as everyone comes to the carpet etc.)
- Whole class/group/individual sessions include using instruments, body percussion, videos, songs, photographs and/or PowerPoints/IWB slides as a stimulus.
- Children will learn songs, rhymes, stories and poems, and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher or provision.
- A fun activity is to have pictures of certain traditional nursery rhyme songs on cards and get a child to turn one over and see if the class can sing it.

Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers.

Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. tuned bells, frog percussion instruments, stage area, homemade drums etc.). These are linked to topic, or are child led based on the children's interests.

Evidence of the children using enhanced provision in their own way can be found in the children's 'Learning Journeys'.

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. singing a song about the weather.

All of the above are developed through children's talk and adult interaction with them.

Powerful Knowledge

3-4 years	Reception	ELG
<ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - 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. - Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> - 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.

Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future Music learning:

- Realise that their actions have an effect on the world, so they want to keep on repeating them.
- Plan and think ahead about how they will explore or play with objects (including instruments or objects that create sounds).
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Continuous provision (indoor and outdoor) examples

