



High Hesket CE School

MUSIC IN THE EARLY YEARS FOUNDATION STAGE:

ELG: Being Imaginative and Expressive

By the end of EYFS, 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.

<p>Range 1-2 (Birth to three)</p>	<ul style="list-style-type: none"> • Babies explore media and materials as part of their exploration of the world around them. • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. <ul style="list-style-type: none"> • Move whole bodies to sounds they enjoy, such as music or a regular beat. • Enjoys finger and toe rhymes and games. • Responds to sounds in the environment such as cars, sirens and birds. • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments. • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes.
<p>Range 3-4 (Three- & four-year olds)</p>	<ul style="list-style-type: none"> • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments. • Mirrors and improvises actions they have observed, e.g. clapping or waving. • Sings/vocalises whilst listening to music or playing with instruments/ sound makers. • Expresses self through physical actions and sound. • Creates sound effects and movements, e.g. creates the sound of a car, animals. • Listens to and enjoys rhythmic patterns in rhymes and stories • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others. • Joins in singing songs. • Creates sounds by rubbing, shaking, tapping, striking or blowing. • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. • Beginning to describe sounds and music imaginatively, e.g. “scary music”. • Creates rhythmic sounds and movements. • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sound, songs and rhymes. • Moves in response to music or rhythms heard played on instruments such as drums or shakers. • Has some favourite stories, rhymes, songs, poems or jingles. • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.
<p>Range 5-6 (Reception)</p>	<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhythms. • Develops an understanding of how to create and use sounds intentionally. • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music, stories and ideas. • Sings to self and makes up simple songs. • Creates sounds, movements, drawings to accompany stories. • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects

MUSIC IN KEY STAGES 1 & 2

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1	Pupils should be taught to: <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Key Stage 2	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.• Improvise and compose music for a range of purposes using the inter-related dimensions of music.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand staff and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.• Develop an understanding of the history of music.