

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The Characteristics of Effective Teaching and Learning 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 achievements; **creating and thinking critically** - children have and develop their own ideas, make links between strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

### Nursery - Expressive Arts & Design – Being Imaginative - Music Skills

Performing	Appraising	Composing
<ul style="list-style-type: none"> <li>Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> <li>Taps out simple repeated rhythms</li> <li>Creates sounds to accompany stories</li> <li>Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> <li>Play instruments with increasing control to express their feelings &amp; ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li> <li>Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li> <li>Respond to what they have heard, expressing their thoughts &amp; feelings</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of how to create &amp; use sounds intentionally</li> <li>Create own songs, or improvise a song around one they know</li> </ul>

### EYFS Nursery - Expressive Arts & Design – Being Imaginative - Music Knowledge

Performing:	Appraising:	Composing:
<ul style="list-style-type: none"> <li>Know a range of nursery rhymes, poems &amp; songs</li> <li>Know how to clap &amp; repeat simple repeated patterns</li> <li>Know how to play instruments in different ways, e.g. loud / quiet</li> </ul>	<ul style="list-style-type: none"> <li>Know how to change movements to match the tempo of the music</li> <li>Know how to copy different sounds &amp; movements &amp; add to them</li> <li>Know how to say how music &amp; songs makes me feel</li> </ul>	<ul style="list-style-type: none"> <li>Know how to listen carefully to songs &amp; join in</li> <li>Know how to make a variety of sounds using my voice</li> <li>Know how to copy a simple repeated rhythm</li> <li>Know how to make a variety of sounds using my body, e.g. clap</li> <li>Know how to experiment with different ways of playing instruments</li> <li>Know how to change the words in known songs, e.g. Humpty Dumpty sat on a chair</li> </ul>

### Reception - Expressive Arts & Design – Being Imaginative - Music Skills

Performing	Appraising	Composing
<ul style="list-style-type: none"> <li>Make 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</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li> <li>Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li> </ul>	<ul style="list-style-type: none"> <li>Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>

### Reception - Expressive Arts & Design – Being Imaginative - Music Knowledge

Performing	Appraising	Composing
<ul style="list-style-type: none"> <li>Knows how to make music in a range of ways e.g. following a beat/ exploring making different sounds with instruments e.g. fast and slow beat</li> <li>Knows how to match pitch and follow melody when singing with others.</li> <li>Know how to change the pitch of my voice</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to make links and associations with music and life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to work collaboratively with peers to make music and create dance.</li> <li>Knows how to make higher and lower sounds (changing pitch) by selecting certain percussion instruments/ playing them differently.</li> </ul>

### Key Vocabulary

Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, pitch, compose, perform

**Statutory Educational Programme for Expressive Arts and Design: EYFS**

Expressive Arts and Design 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.

**\*Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development, Physical Development and Communication and Language\***