

## Nursery - Creating with Materials and Being Imaginative

### MUSIC progression through EYFS

Playing & Exploring - Performance and Composition	Active Learning - Motivation	Creating & Thinking
<ul style="list-style-type: none"> <li>• Reading and understanding music notation</li> <li>• Performing / singing together</li> <li>• Playing from notation and memory</li> <li>• Playing from aural cue</li> <li>• Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> <li>• Self assessment to improve next time</li> </ul>	<ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> <li>• Creating their own music</li> </ul>

**ELG**  
 - Safely use and take care of musical instruments  
 - Share their creations, explaining the process they have used, both musically and sonically  
 - Make use of instruments and vocal sounds to produce different effects when role-playing characters in narratives and stories

Focus	Listening	Performing	Singing	Technical Skills	Composition	Vocabulary- To be used daily.
Nursery Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Copying and joining in with a performance</li> <li>* "Say as you play" - the children copy then verbalise their instrumental performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and play various note values to create 1 bar rhythms</li> <li>• Use available resources to create "instruments" to produce various sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Sing various songs of different speed and dynamic variation</li> <li>* Listen with intent to a song and explain the tempo / dynamic variances</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a greater sense of timing through vestibular learning, internal and external rhythms.</li> <li>• Use of instruments to create a specific sound</li> </ul>	<ul style="list-style-type: none"> <li>• Create sounds to depict elements within a story.</li> <li>* Put together different sound ideas to create a linear narrative.</li> </ul>	Like/ dislike Loud / Soft Fast / Slow Composition Play / Read Tom / JoJo / Rest
Nursery Substantive Knowledge	<b>Autumn 1</b> Reading, Understanding and performing basic notation	<b>Autumn 2</b> Playing and Singing as a band	<b>Spring 1</b> Funky Junk and Singing	<b>Spring 2</b> Funky Junk and Singing	<b>Summer 1</b> Practical Skills and Singing Development + Improvisation	<b>Summer 2</b> Composition
	<ul style="list-style-type: none"> <li>• Can understand Tom / JoJo rhythms</li> <li>* Can follow and join in after a "count-in"</li> <li>* Can clap, plus use and care for basic hand percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw a range of symbols to depict a sound</li> <li>* Can sing and follow the shape of a melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating sounds from different household items</li> <li>* Choosing sounds to create an effect (dynamics and tone)</li> <li>* Changing between percussion and singing</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and playing percussion simultaneously</li> <li>* Changing dynamics to create an effect whilst singing</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluating for improved performance: "How can we make this music better?"</li> <li>* Singing with greater pitch accuracy and dynamic control</li> <li>* Beginning to improvise (compose)</li> </ul>	<ul style="list-style-type: none"> <li>* Can sequence basic note values of Tom and JoJo</li> <li>* Can follow the drum leader to create an improvised piece</li> </ul>

Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Funky Junk Drums / Boom Bottles / Wood Blocks and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set.

## Creating with Materials and Being Imaginative

### MUSIC progression through EYFS

**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.

**ELG: EAD / Creating with Materials and Being Imaginative**

■ Sing a range of well-known nursery rhymes & songs ■ Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing		Listening	Composing		Performing	Vocabulary- To be used daily.
<b>Reception Skills, Knowledge &amp; Understanding</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody.		Respond imaginatively to music e.g., this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses.	Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups		Sing in a group or on their own, increasingly matching the pitch & following the melody 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.	Chant, high/low, Repeat, Rhythm, Sound, Beat, follow, fast, slow, tempo.
<b>Learning Outcomes</b>	<b>Autumn 1</b> My Environment & Me	<b>Autumn 2</b> Special Times & Special Places	<b>Spring 1</b> Same and Different	<b>Spring 2</b> Lifecycles		<b>Summer 1</b> In My Garden	<b>Summer 2</b> People in the Community
	Sing along to a familiar song as a class group. <b>Makaton</b> – learn and sing new songs, adding actions to learn new ways of communicating.	Sing along to new songs (nativity) as a group. Sing songs in small groups and perform them to their peers. Use musical instruments in the outdoor provision to explore sounds and understand that different instruments make different sounds. Follow signals for ‘stop and go’ ‘louder and quieter’.	Move in time to music and move with the tempo of the music (dance). Create movement to match different sounds in stories.	Follow the beat with a range instrument. Follow a simple musical pattern.		Use a range of natural resources to create sounds – stones, sticks, leaves. Make own musical instrument and explain the sounds that it makes. Use musical instruments in the outdoor area (stage area) to follow a beat to a familiar song.	Play a musical instrument in time to the beat of a song. Create their own repeating song, rhyme and perform to peers.

**Singing & Performing****Listen****Composing**

□ Presto music session input weekly. □ A range of high-quality instruments are made available to enhance children's continuous provision. □ Children join in with rhymes and songs such as Makaton. □ Children learn new songs in Spanish during European Day of Languages. □ Children perform songs for their Nativity performance.