



Exploring and Using Media and Materials (a part of 'Expressive Arts and Design')		
	<p>Familiar Songs Sub-Area: Exploring and Using Media and Materials</p>	<p>Familiar songs are songs we <u>know well</u>. They include: Nursery Rhymes Happy Birthday Song Hymns Christmas Carols Theme Tunes Simple Pop Songs</p>
	<p>Instruments Sub-Area: Exploring and Using Media and Materials</p>	<p><u>Musical instruments are objects that are used to make music.</u> Musical instruments can be made out of many objects, e.g. spoons, pans, tumblers and boxes.</p> <p>Drums Xylophone Maracas Triangle Symbols Tambourine Guitar Piano Keyboard Harp Violin Recorder Harmonica Bell Trumpet Try to identify these instruments in music that you hear.</p>
	<p>Using Basic Instruments Sub-Area: Exploring and Using Media and Materials</p>	<p>We should know how to hold/use different instruments correctly (e.g. percussion instruments/ xylophone). Using basic instruments, we can explore by:</p> <ul style="list-style-type: none"> • Investigating the different sounds they make; • Playing along to the beat of music; • Tapping out simple rhythms; • Changing the tempo (slow/fast), volume (loud/quiet) and pitch (high/low).

Technology (a part of 'Understanding the World')		
	<p>Performing</p>	<p>-Performing devices help us to perform and <u>create music</u>. Examples include microphones, speakers, and computer/tablet applications.</p>
	<p>Recording</p>	<p>-Recording devices <u>capture the sounds</u> that we make, which can then be played back. Examples include voice recorders and phone/video recorders.</p>
	<p>Playback</p>	<p>-Playback devices allow us to <u>hear music after it is played</u>. Examples include CD and DVD players, computers, televisions and smart phones/ tablets.</p>

Being Imaginative (a part of 'Expressive Arts and Design')		Key Vocabulary
	<p>Imagination</p> <p>-Using your imagination is about having new ideas! -When using our imaginations, we create music that we find fun, new and interesting. We can also show emotions (how we feel). We can create music to copy familiar sounds and make new sounds.</p>	
	<p>Singing</p> <p>-Singing uses our voices to make music.</p> <p>-When singing, we can change the <u>pitch (high/low)</u> of our voice. We can also change the <u>volume (loud/quiet)</u> of our voice. We can create our own songs and tunes using the above (and sometimes <u>rhyming</u>).</p>	<p>Music</p> <p>Pulse/Beat</p> <p>Voice</p> <p>Instrument</p> <p>Rhythm</p> <p>Singing</p> <p>Dancing</p> <p>Recording</p> <p>Pitch</p> <p>Volume</p> <p>Tempo</p>
	<p>Dancing and Moving</p> <p>-When we dance, we <u>use our bodies to move to the sound of music</u>. -We can move some parts of our bodies to create sounds along to the beat, for example <u>stamping our feet</u> and <u>clapping our hands</u>.</p> <p>-We can repeat some movements in a pattern, in order to create <u>dance sequences</u>. We can also dance to <u>show emotions and copy movements</u>.</p>	












In Music, we learn to be creative with sounds, using our imaginations to show feelings and ideas

- Music is about **putting sounds together** to create melodies and rhythms
- Music can be made **using vocal (our voices) and instrumental (using instruments) sounds.**

In **EYFS**, early Music is found in the 'Expressive Arts and Design' and 'Understanding the World' learning areas.





Play


Clap		We gently bring our hands together.
Click		We practise clicking our fingers.
Djembe (Jem-bay)		We play this drum with our hands.
Maracas		We shake these.
Pulse		The steady rate of a song. The "heart-beat" of the song.
Rhythm sticks		We tap these together.
Un-tuned percussion		Instruments that don't have a pitch.


Listen

When you listen:

Close your mouth 


Have a still body 


Close your eyes 


Focus on the music 

Sing

When you sing:

Stand up tall 

Tuck in your chin 

Take deep breaths 

Smile 

Musical word	Meaning
Beat	A steady pulse that doesn't change
Rhythm	A pattern we can sing or play

We can clap on the beat when we listen to a song.



1 2 3 4



EYFS Music – Expressive Arts and Design



Expressive arts and design

EYFS Statutory 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.



Children in reception will be learning to:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, 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.

Examples of how to support this:

Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

Invite musicians in to play music to children and talk about it.

Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.

Provide related costumes and props for children to incorporate into their pretend play.

Play pitch-matching games, humming or singing short phrases for children to copy.

Use songs with and without words – children may pitch match more easily with sounds like 'ba'.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Introduce new songs gradually and repeat them regularly.

Sing slowly, so that children can listen to the words and the melody of the song.

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.

Encourage children to create their own music.

Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.

Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.