

# Music in Early Years



A guide to this subject in our school

# 1 - Introduction

Music interweaves through all areas of learning and development. Music making can be challenging to make provision for in early years settings. It can be noisy and difficult to document. It can be invisible, and once it has been created in a moment it disappears unless we capture it. Music should not be quantified by performer—listener and should not be judged alone by how music is perceived in Western culture.

Music can be a way of exploring , communicating and responding to experiences. Music making with others can be a social experience. This interaction with others, whether it be with one person or as part of a group, is personal to each individual and is often an expression of feelings.

All vocal communication is composed of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.

# Music Early Learning Goals

## Speaking

- Express their ideas and feelings about experiences in full sentences

## Being Imaginative and Expressive

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

## Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding

# 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 materials and media. 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.



## 2 - Child Initiated Learning

We know that there are key indicators and examples of effective practice that can be seen when monitoring Design and Technology in the Early Years, in relation to child initiated learning in an enabling environment. We know what we want to see children doing.

In play...

- \* Creating their own songs, singing familiar songs and improvising songs
- \* Matching music to visual resources and pictures
- \* Anticipating changes in music such as when it is going to get faster, louder or slower, through their physical responses and playing instruments
- \* Clapping, tapping or moving to the pulse of the music they are singing or listening to and rhythms to accompany words
- \* Physically interpreting the sounds of instruments and the actions of musicians
- \* Choreographing their own dances or replicating favourite dances



## Art and Craft

- Creating visual representations of sounds, instruments and pieces of music
  - Drawing and painting in response to music
  - Making their own instruments from recycled, natural and found materials





### Book corner

- \* Adding sound effects to favourite stories using instruments and body percussion
- \* Creating music based on a favourite story
- \* Talking about genres of music and they associate with characters and stories
- \* Singing favourite nursery rhymes





## Outdoors

- \* Many of the experiences offered indoors are also possible outdoors
- \* Outdoors children have more freedom to be loud and to experiment with noise
  - \* Children experiment with the music they can make with homemade musical instruments



# Adults scaffolding learning during child initiated play

Adults will be

- \* Observing children and responding sensitively to children engaged in music making
- \* Responding to children's ideas and suggestions
- \* Suggesting possibilities to extend their ideas
- \* Offering other instruments and resources when appropriate
- \* Playing alongside children to move learning forwards, suggesting ideas and showing what's possible
- \* Introducing and using a rich, musical vocabulary
- \* Sharing their own experiences and making suggestions
- \* Role modelling thinking aloud and commenting
- \* Modelling how to play musical instruments effectively
- \* Posing questions and ponderings to stimulate ideas and add challenge
- \* Offering to record children's musical compositions and responses to music
- \* Copying children's vocal play and singing through play experiences



### 3. Adult led Learning

We know that there are key indicators of effective practise when monitoring art in the Early Years, in relation to adult led learning.

- \* Offering information about music played and songs sung
- \* Encouraging children to listen to and respond to a wide range of music
- \* Discussing music with children and modelling how to describe the music, seeking out their opinions and thoughts
- \* Lowering the volume of their own singing voice so that they can listen carefully o the children's singing as well as being mindful of the pitch needed to help children tune in
- \* Choosing songs carefully, repeating them frequently, singing them slowly and using strategies such as call and response to help the children learn
- \* Playing a range of musical games including pitch matching games, sound matching games, rhythm and conducting games
- \* Modelling and encouraging children to move whilst playing instruments and listening to music
- \* Scaffolding children's musical ideas by copying children's patterns and adding ideas of their own
- \* Supporting children to make music linked to a theme or based on a story
- \* Recording children's compositions