

Development Matters Framework (EYFS) and the New Model Curriculum for Music 2021 (KS1/2)	Skills Progression	How does this look in our curriculum?
<p>EYFS:</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others • when appropriate – try to move in time with music. <p>The use of songs, movement and rhyme will be used to develop transferable skills to support all seven areas of learning and development. In particular:</p> <ul style="list-style-type: none"> • language skills • memory skills, • coordination and motor skills, • Counting skills • developing self confidence, co-operation and turn taking skills • following the melody. 	<p>Reception</p> <p><u>Singing/Performing:</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs of interest (movies, performances) • Sing simple songs from memory. • Perform songs and rhymes with others • Perform to their peers • Move in time with the music in a group • Children clap short rhythmic patterns in a group and play ‘copy me’ • Experiment with creating sounds with different instruments and resources and perform in a group and to one another <p><u>Composing</u></p> <ul style="list-style-type: none"> • Make a range of sounds with their voice • Make a range of sounds with instruments and other resources (tins, sticks) • Begin to sequence sounds to create a rhythm or beat • Join in with simple clapping patterns • Begin to copy and perform simple rhythm patterns using instruments • Begin to make sounds/suggestions to represent an image/topic/theme <p><u>Notation</u></p> <ul style="list-style-type: none"> • Be able to select visual representation of they sounds I make or hear using pictures and symbols. • I can order symbols and pictures on a simple graphic score to create my own composition. 	<p>Music in our Reception Class takes the form of continuous provision, is an integral part of the routine of each day and is not allocated a specific ‘lesson slot’ other than weekly KS1 singing assemblies which are attended by Reception class children within a few weeks of joining our school community.</p> <p>Singing lies at the core of our EYFS music curriculum.</p> <p>Children will be encouraged to use and develop their singing voice using songs as an integral part of daily routines. ie: Hello Songs in the Morning, Tidy up songs, Lunchtime Songs, etc.</p> <p>Their listening and internalising skills will be developed with the use of copy-cat songs and movements to go with action songs.</p> <p>‘Silent Singing’ will help to develop memory skills.</p> <p>Turn -taking songs and singing games will develop a sense of cooperation, teamwork and self confidence.</p> <p>Action songs will be used to develop a sense of pulse, as well as developing coordination skills and spatial awareness.</p> <p>Vocabulary skills will be developed using songs which fit with Seasons of the year and Topics.</p> <p>Counting skills and understanding of Number will be developed with the use of counting songs.</p> <p>Children will be encouraged to listen to the sounds in their immediate environment, and to be able to describe what they hear using a range of adjectives, ie: rustling/gentle/scary/loud/quiet, etc.</p> <p>Children will be encouraged to respond to music using movement. Scarves, ribbons, etc will be used to encourage a response in movement.</p>

Listening, Appraising and Understanding

- Can say if they like or dislike a piece of music they hear.
- Begin to describe the sounds, using key vocabulary (e.g. loud, quiet, high, low, fast, slow)
- Begin to express how music makes them feel
- Identify a range of musical instruments by name such as drum, guitar, tambourine, maracas
- Can identify how an instrument might be played e.g. bang, shake

A varying selection of materials which can be used to create sounds, will be available for the children to explore, including a selection of percussion instruments which can be categorised/identified as tappers, shakers or scrapers.