

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note
• Can select and use activities and resources with help. (EAD 30-50) • Welcomes and values praise for what they have done. (EAD 30-50) • Enjoys responsibility of carrying out small tasks. (EAD 30-50) • Can describe self in positive terms and talk about abilities (PSED 40-60+) • Sings to self and makes up simple song (EAD 30-50) • Makes up rhythms (EAD 30-50) • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (EAD 30-50) • Taps out simple repeated rhythms • Explores and learns how sounds can be changed (EAD 30-50) • Begins to build a repertoire of songs and dances (EAD 40-60+) • Explores the different sounds of instruments (EAD 40-60+) • Uses simple tools and techniques competently and appropriately. (EAD 40-60+) • Selects appropriate resources and adapts work where necessary. (EAD 40-60+) • Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) • Understands that equipment and tools have to be used safely. (PD 30-50) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) • Focussing attention- still listen or dok, but can shift own attention (CL 30-50) • Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (UW 30-50) • Knows how to operate simple equipment, e.g.turns on CD player and uses a remote control (UW 30-50)	On-going Learning Experiences for Music Areas Effective Practice <u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas <u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u> Can you make a sound? Which is your favourite instrument? Which sound is the loudest? Which sound is the quietest?	Can they work together to make music? Do they show response to music? Do they enjoy making music? How do they let us know which toys they like/dislike? Do they share resources? Can they make a rhythm? Permanent Resources <u>Indoor Resources:</u> Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas – choice, Cd player, Headphones, Story cd's – with matching books, Rhymes and songs, Songs and music from other cultures, Wide range of music i.e. jazz, classical <u>Resource enhancements throughout the year</u> Ribbons, Materials, Recycling materials for making instruments/sounds/music <u>Resources Outdoor:</u> Space to move, Musical frame/fence/hangings, Pots, pans, spoons/beaters, Plastic bottles, plant pots, Wind chimes <u>Resource enhancements throughout the year</u> Rustle bags – hand from fence/frame/tree i.e. rubber gloves, washing tablet bags filled with natural materials), Clear glass bottles filled with water + wooden spoons (supervised activity), Cd player, Headphones, Cd's of environmental sounds i.e. water flowing, Cd's nursery rhymes and songs, CD's various cultures Microphone , Dictaphone, Purchased musical instruments, Natural and recycled materials for making music (i.e. cardboard tubes, containers), Ribbons, Materials
Intended Experiences	Characteristics of Effective Learning	

Provision Area Overview

Primary School 2012

Create sounds. Develop awareness of the sounds of different musical instruments Explore the different sounds of instruments Explore and learn how sounds can be changed Begin to build a repertoire of songs and rhymes Show an interest in the way musical instruments sound Join in known/favourite songs and rhymes Sing simple and familiar songs and rhymes Sing to themselves. Make up songs and rhymes Tap out simple repeated rhythms and make some up Respond to sound with body movement Enjoy joining in with dancing and movement games Imitate and create movement in response to music Begin to move rhythmically Imitate what is observed. Move spontaneously Develop a repertoire of actions Be alongside other children who are similarly engaged Work cooperatively as part of a group Use body language, gestures and expressions through actions and sounds. Capture experiences in movement and music. Gain an awareness of space. Combine a range of movements	<u>Unique Child</u> <u>Playing and Exploring (engagement)</u> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <u>Active Learning (motivation)</u> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <u>Creating & Thinking Critically (thinking)</u> • Thinking of ideas • Making links and noticing patterns in their experience	<u>Positive Relationships</u> <u>Playing and Exploring (engagement)</u> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <u>Active Learning (motivation)</u> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> • Value questions, talk, and many possible responses, without rushing toward answers too quickly Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	<u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u> • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <u>Active Learning (motivation)</u> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away <u>Creating & Thinking Critically (thinking)</u> • Plan linked experiences that follow the ideas children are really thinking about
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