

Expectations for Music within the Early Years Foundation Stage at St Ambrose Catholic Primary School

Music features heavily across a variety of lessons for children in both Nursery and Reception at St Ambrose. There are plenty of opportunities to sing, explore sounds, dance and play to music. Music is also often used as a method for learning about other things in the curriculum, such as science, numbers and words.

Music falls under the specific area 'Expressive Art and Design'. Progression is measured through the Early Years Outcomes as shown below.

Expressive Arts & Design		
Exploring & Using Media & Materials		
Birth - 11 Months		
8 - 20 Months	Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World	
8-26 Months	<ol style="list-style-type: none"> 1 Explores and experiments with a range of media through sensory exploration, and using whole body. 2 Move their whole bodies to sounds they enjoy, such as music or a regular beat. 3 Initiates and improvises actions they have observed, e.g. clapping or winking. 4 Begins to move to music, listen to or join in rhymes or songs. 5 Notices and is interested in the effects of making movements which leave marks. 	40 - 60+ Months
22 - 36 Months	<ol style="list-style-type: none"> 6 Joins in singing favourite songs. 7 Creates sounds by banging, shaking, tapping or blowing. 8 Shows an interest in the way musical instruments sound. 9 Experiments with blocks, colours and marks. 	23 24 25 26 27 28 29 30 31 32 33 34
30 - 50 Months	<ol style="list-style-type: none"> 10 Enjoys joining in with dancing and ring games. 11 Sings a few familiar songs. 12 Beginning to move rhythmically. 13 Initiates movement in response to music. 14 Taps out simple repeated rhythms. 15 Explores and learns how sounds can be changed. 16 Explores colour and how colours can be changed. 17 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 18 Beginning to be interested in and describe the texture of things. 19 Uses various construction materials. 20 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 21 Joins construction pieces together to build and balance. 22 Realises tools can be used for a purpose. 	ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Notes:		
Being Imaginative		
Birth - 11 Months	Babies and toddlers need to explore the world and develop a range of ways in which to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning, Communication and Language; Physical Development; Personal, Social and Emotional Development	Birth - 11 Months
8 - 20 Months		8 - 20 Months
16-26 Months	<ol style="list-style-type: none"> 1 Expresses self through physical action and sound. 2 Pretends that one object represents another, especially when objects have characteristics in common. 	16-26 Months
22 - 36 Months	<ol style="list-style-type: none"> 3 Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' 4 Beginning to make-believe by pretending. 	22 - 36 Months
30 - 50 Months	<ol style="list-style-type: none"> 5 Developing preferences for forms of expression. 6 Uses movement to express feelings. 7 Creates movement in response to music. 8 Sings to self and makes up simple songs. 9 Makes up rhythms. 10 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 11 Engages in imaginative role-play based on own first-hand experiences. 12 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'collar'. 13 Uses available resources to create props to support role-play. 14 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	30 - 50 Months
40 - 60+ Months	<ol style="list-style-type: none"> 15 Create simple representations of events, people and objects. 16 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 17 Chooses particular colours to use for a purpose. 18 Introduces a storyline or narrative into their play. 19 Plays alongside other children who are engaged in the same theme. 20 Plays cooperatively as part of a group to develop and act out a narrative. 	40 - 60+ Months
ELG	<ol style="list-style-type: none"> 21 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 22 They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	ELG

Teachers support children by helping them to understand how sounds can be changed; sing simple songs from memory; recognise repeated sounds and sound patterns; and match movement to music. Children also have the opportunity to compose using a variety of musical instruments with adult support as well as during child initiated learning both indoors and outdoors.

Parents can support children at home to further develop their musical experiences by singing songs that invite their child to perform an action, such as a clap, stamp or jump, to help their child develop rhythm. In addition to this, they can help their children to discover their own voice in different ways - singing, whispering, talking, and humming. Add some of the musical elements being taught at this stage, such as high, low, loud, quiet, fast, slow, rhythm.