

Music Statements and Coverage

Objective	Autumn	Spring	Summer	Activity Suggestions	Vocabulary	Comments/ Notes
Communication and Language - 3 – 4 Year Olds						
Sing a large repertoire of songs.				<ul style="list-style-type: none"> Consider which core books, songs and rhymes you want children to become familiar with and grow to love. The Book Trust's 'Bookfinder' website can help you to pick high-quality books. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play. Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes. 		
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.						
Expressive Arts and Design – 3 – 4 Year Olds						
Listen with increased attention to sounds.				<ul style="list-style-type: none"> Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this. Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. 		
Respond to what they have heard, expressing their thoughts and feelings.						
Remember and sing entire songs.						
Sing the pitch of a tone sung by another person ('pitch match').						
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.						
Create their own songs or improvise a song around one they know.						
Play instruments with increasing control to express their feelings and ideas.						

Objective	Autumn	Spring	Summer	Activity Suggestions	Vocabulary	Comments/ Notes
				<ul style="list-style-type: none"> • Listen carefully to their music making and value it. • Suggestion: record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. 		
Communication and Language - Children in Reception						
Listen carefully to rhymes and songs, paying attention to how they sound.				<ul style="list-style-type: none"> • Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. • Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” • In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. • Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense. • Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’. 		
Learn rhymes, poems and songs.				<ul style="list-style-type: none"> • Select traditional and contemporary poems and rhymes to read aloud to children. • Help children to join in with refrains and learn some verses by heart using call and response. • When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time.” 		
Expressive Arts and Design – Children in Reception						
Listen attentively, move to and talk about music, expressing their feelings and responses.				<ul style="list-style-type: none"> • 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. 		
Sing in a group or on their own, increasingly matching the pitch and following the melody.				<ul style="list-style-type: none"> • 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. 		

				<ul style="list-style-type: none"> • Sing slowly, so that children can listen to the words and the melody of the song. 		
Explore and engage in music making and dance, performing solo or in groups.				<ul style="list-style-type: none"> • 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. 		

Expressive Arts and Design – Music (Development Matters 2021)

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.

3 – 4 Year Olds

<p>(Communication and Language) Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<ul style="list-style-type: none"> • Consider which core books, songs and rhymes you want children to become familiar with and grow to love. • The Book Trust’s ‘Bookfinder’ website can help you to pick high-quality books. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play. • Outdoor play themed around ‘We’re Going on a Bear Hunt’ might lead to the children creating their own ‘hunts’ and inventing their own rhymes.
<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<ul style="list-style-type: none"> • Help children to develop their listening skills through a range of active listening activities. • Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving. • Play, share and perform a wide variety of music and songs from different cultures and historical periods. • Play sound-matching games
<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p>	<ul style="list-style-type: none"> • When teaching songs to children be aware of your own pitch (high/low). • Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. • Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout. • Sing slowly, so that children clearly hear the words and the melody of the song. • Use songs with and without words – children may pitch-match more easily without words. • Try using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music and encourage children to do this.
<p>Play instruments with increasing control to express their feelings and ideas.</p>	<ul style="list-style-type: none"> • Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. • Encourage children to experiment with different ways of playing instruments. • Listen carefully to their music making and value it. • Suggestion: record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

Children in Reception

<p>(Communication and Language) Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<ul style="list-style-type: none"> • Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. • Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” • In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. • Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense. • Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.
<p>Learn rhymes, poems and songs.</p>	<ul style="list-style-type: none"> • Select traditional and contemporary poems and rhymes to read aloud to children.

	<ul style="list-style-type: none"> • Help children to join in with refrains and learn some verses by heart using call and response. • When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time.”
Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> • 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.
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ELG: Creating with Materials

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.