

Expressive Art and Design – Nursery

Overview – Expressive Arts and Design: Music

The development of children's musical awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with music, enabling them to explore and play with a wide range of instruments/musical objects. 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 their music. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Exploring and Developing Ideas

I can create music of my own (an idea) from experience/observations.
I can create my own music with increasing awareness of rhythm.
I can use the work of a musician to inspire my own music.
I can briefly plan my music before I make it.
I can persevere to finish my musical idea.

Instruments

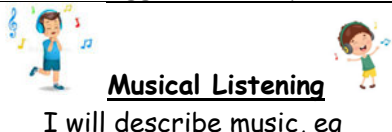
Drums, bells, tambourines, xylophone's, guiros, cabasas, claves, triangles, maracas, egg shakers, cymbals and own made instruments.

Evaluating and Developing Work

I can record and talk about music in our class floor book.
I can say how I would change my music to make it even better next time
I can talk about how and why I am doing something/the process I am undertaking
I am proud to share my music with others and like to perform to my friends/teachers.

Vocabulary

sounds, listen, loud, quiet, fast, quick, slow, instrument, soft, scratchy, high, low,



Musical Listening

I will describe music, eg
"scary music, angry music,
happy music".

I will identify specific sounds
in the environment eg sounds
of cars, running water.

I will identify and match an
instrumental sound, eg hear a
shaker and indicate that they
understand it is a shaker.

I will associate music with
"types" of people and places,
eg stereotypes such as rock
music with bikers. I may feel
pressure to like and dislike

Vocalising and singing



I will vocalise in a free-flowing way
within my play, eg whilst painting or
playing with clay.

I will sing and chant with and to others.

I will reproduce songs in individual ways.

I will play with familiar songs, often
piecing together parts of different
songs.

I will sing to and with toys, props,
resources.

I sing in dramatic role play, eg

Moving and dancing to music



I will move in response to rhythms heard
played on instruments eg a drum. This could
be small movements eg moving fingers in
response to sounds or large movements such
as jumping.

I will clap or tap to the pulse of the music I
am listening to.

I will clap or tap to the pulse of the song I am
singing.

I will physically interprets the sound of
instruments, e.g. tiptoes to the sound of a
xylophone.

Exploring and playing music



I will create my own patterns in music
making.

I will experiment with ways of playing
instruments, eg volume (**dynamics**), speed
(**tempo**), character of sounds such as
tapping a tambourine/shaking a tambourine
(**timbre**).

I show control in holding and playing
instruments, eg use a guiro by holding the
guiro in one hand and scraping it using the
other hand with a beater.

I will add sound effects to stories using
instruments.

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| <p>certain genres of music, eg children may associate music as "music for boys", "music for girls".</p> <p>I will match music to pictures/visual resources.</p> <p>I will describes the sound of instruments eg scratchy sound, soft sound.</p> <p>I will create visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p> | <p>singing phrases such as "dinner's ready" or "let's go".</p> <p>I will repeat phrases of songs.</p> <p>I may sing an entire song.</p> <p>I will create my own songs, often with a real sense of structure, eg a beginning and an end.</p> <p>I will often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>I will Merge elements of familiar songs with improvised singing.</p> <p>I will create sounds in vocal sound games.</p> <p>I will change some or all of the words of a song.</p> <p>I have strong preferences for songs I like to sing and/or listen to.</p> | <p>I will physically imitate the actions of musicians, e.g. pretend to play the trumpet, piano, guitar.</p> | <p>I will lead or am led by other children in my music making, ie being a conductor.</p> <p>I will listens and responds to others in pair/group music making.</p> <p>I will operate equipment such as CD players, MP3 players, handheld devices, keyboards.</p> <p>I will play instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</p> <p>I show control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> |
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