

KEY EARLY LEARNING GOALS PROMOTED

Prime Areas

Personal, Social and Emotional Development

Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Communication and Language

Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Physical Development

Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Specific Area

Expressive arts and design: Exploring and using media and materials

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.

Expressive arts and design : Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

INTENDED ACTIVITIES & EXPERIENCES	APPROPRIATE VOCABULARY/QUESTIONS
<p>Children can:</p> <p>Use their own bodies to make sounds, clapping, stamping, tapping, slapping, clicking.</p> <p>Investigate rhythm and melody with adults and other children.</p> <p>Incorporate singing and music making into their role play</p> <p>Sing alone, with an adult, in small or large groups, alongside a tape or accompanied by instruments</p> <p>Learn about sound. Pitch, high / low. Pace, fast / slow. Dynamics loud / quiet.</p> <p>Record their music on manuscript paper</p> <p>Develop their voice as an instrument, singing solo and in groups</p> <p>Move/dance to music</p> <p>Listen to music of different eras and cultures</p> <p>Enjoy music</p>	<p>Vocabulary:</p> <p>Sound, silence, sing, chant, noise, quiet, play, clap, body percussion, stamp, tap, click, pitch, rhythm, stop, start, loud, quiet, fast, slow, long, short, high, low, jazz, classical, pop, traditional, composer, performance, solo, choir, band, orchestra, group, musician, singer, opera, composition, audience, like, dislike.</p> <p>Questions</p> <p>I wonder -</p> <p>If you can make the instrument you are playing sound loud/quiet?</p> <p>If you can play fast/slow?</p> <p>Does the sound remind you of anything?</p> <p>How can we remember a tune?</p> <p>How can we write music?</p> <p>What do you think of this music?</p> <p>Can you clap ... this rhythm?</p>