

# EYFS Music at Kessingland Church of England Primary Academy



Development Matters		Look, listen, note	Adult Role
<ul style="list-style-type: none"> <li>• Begin to build a repertoire of songs and dances. (EAD)</li> <li>• Explore the different sounds of instruments. (EAD)</li> <li>• Begin to move rhythmically. (EAD)</li> <li>• Sings a few familiar songs. (EAD)</li> <li>• Maintains attention and concentrates during appropriate activity. (CL)</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control. (PD)</li> </ul>		<ul style="list-style-type: none"> <li>• Do the children explore the different ways they can play the instruments?</li> <li>• Can they create different sounds?</li> <li>• Do they use available resources to create a response to the music?</li> <li>• Can they talk about how a piece of music makes them feel?</li> <li>• Do they share preferences for types of music?</li> <li>• Do they make up songs, sound patterns or tunes?</li> <li>• Do the experiences on offer challenge and extend the children's thinking?</li> </ul>	<ul style="list-style-type: none"> <li>• Teach children how to use the CD player.</li> <li>• Teach songs and rhymes.</li> <li>• Support children to make up new songs and rhymes.</li> <li>• Explore instruments alongside children.</li> <li>• Model vocabulary used to describe sounds.</li> <li>• Encourage children to talk about likes and dislikes of music.</li> <li>• Make observations of the children's learning and interests and use these to plan further experiences.</li> </ul>
Permanent Resources		Resource Organisation	
<ul style="list-style-type: none"> <li>• Percussion instruments</li> <li>• Selection of beaters</li> <li>• CD player, selection of CDs</li> <li>• Song books</li> <li>• Mark making equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Sound games</li> <li>• Everyday objects hanging outside to create a music centre</li> </ul>	<ul style="list-style-type: none"> <li>• Specific area - table, carpet, interactive display area</li> <li>• Photographs of instruments labelled</li> <li>• Music words displayed</li> </ul>	
Enhancements		Key Questions	Key Vocabulary
<ul style="list-style-type: none"> <li>• Rhythm pattern cards</li> <li>• Story books</li> <li>• Nursery rhymes</li> <li>• Environmental sounds</li> <li>• Puppets</li> <li>• Scarves, streamers, ribbon sticks</li> <li>• Blank sheet music pages (mark-making)</li> </ul>		<ul style="list-style-type: none"> <li>• How does the music make you feel?</li> <li>• What does it make you think of?</li> <li>• How could you move to the music?</li> <li>• What kind of music do you listen to at home?</li> <li>• How can you play each instrument?</li> <li>• Can you make a slow/quick/loud/quiet sound?</li> <li>• Can you help to make music for this story?</li> <li>• Can you sing a favourite song?</li> <li>• Can you operate the CD player?</li> </ul>	<ul style="list-style-type: none"> <li>• Names of instruments</li> <li>• Equipment names</li> <li>• Technical vocabulary - loud, quiet, fast, slow, soft, pitch, tempo</li> <li>• Language of sounds - rattle, shake, scrape, scrunch, ring, bang, tap</li> <li>• Emotional language - happy, sad, calm, angry, scary</li> <li>• Listen, play, copy, start, stop, tune, record, rhyme, song</li> </ul>