

MUSIC IN NURSERY

Musical Development: HEARING AND LISTENING

Age	Observing the learning	What adults could do	What adults could provide
30-50 Months	<ul style="list-style-type: none"> • Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. • Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as “music for boys”, “music for girls”. • Matches music to pictures/visual resources. • Describes the sound of instruments eg scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> • Play sound-matching games, eg play instruments that children can’t see and invite children to play a matching instrument or describe the instrument. • Show pictures of instruments, bands, ensembles to accompany music played. • Encourage children to listen to a wide range of music so that music is not limited to music for “types” of people. • Listen with children to a variety of sounds, talking about favourite sounds, songs and music. • Invite children to play instruments and ask them and/or other children to describe the sound, verbally or physically. • Encourage children to listen carefully by guiding them to listen, play music and invite children to respond at specific times, eg shake your hands when you hear the loud part. • Offer a range of visual resources/pictures and invite children to match pictures to music. • Ask children questions about the music, eg what do you like about the music? What can you hear? • Invite children to create marks/symbols/ pictures to pieces of music and instrumental sounds. 	<ul style="list-style-type: none"> • If a small range of genres of music is played within provision children may associate certain genres of music with settings and/or people. Use a wide range to support children to keep their ears open. • Provide recording devices and invite children to be musical detectives to capture sounds into their recording devices, play them back as part of sound distinguishing games. • Offer information about music played/songs sung; eg children may be interested to learn who wrote the music, where the music is from.

MUSIC IN NURSERY

Musical Development: VOCALISING AND SINGING

Age	Observing the learning	What adults could do	What adults could provide
30-50 Months	<ul style="list-style-type: none">• Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.• Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.• Merges elements of familiar songs with improvised singing.• Creates sounds in vocal sound games.• Changes some or all of the words of a song.• Has strong preferences for songs he or she likes to sing and/or listen to.	<ul style="list-style-type: none">• When teaching songs to children be aware of your own pitch (high/low), children are smaller than adults and their voices are therefore higher than adult voices. Try to lift your voice so that you are not singing in your speaking voice.• Play mouth exercise games and vocal warm up games before singing.• When supporting children to develop their singing voice use a limited pitch range, eg "Rain rain" uses a small pitch (high/low) range compared to "Hot Cross Buns".• Children are developing their ability to control their voices, encourage them to use their "singing" voice, when asked to sing loudly children often shout.• Copy children's vocal sounds.• Be aware and value that children may use a varied range of tones in their home language and within their singing and vocal play.• Lower the volume of your own singing voice or stop singing so that you can listen carefully to how children are singing.• Play with rhyming words, encourage children to sing words that rhyme with others.• Repeat songs: children learn songs through repetition.	<ul style="list-style-type: none">• Include children's favourite songs within singing times, whether this be songs from home or songs learnt at the setting.• Create song stories with children, eg offer them a first line of a song and ask them to continue the song.• Invite children to suggest songs to sing in groups and value their ideas, whether this be nursery rhymes, pop songs, songs from home or their own creations.• Play circle song games and group games, eg songs with parachutes, partnering songs eg "Row, Row".• Invent a singing puppet that sings; invite children to be the puppet's singing voice.

MUSIC IN NURSERY

Musical Development: MOVING AND DANCING

Age	Observing the learning	What adults could do	What adults could provide
30-50 Months	<ul style="list-style-type: none"> • Claps or taps to the pulse of the music he or she is listening to. • Claps or taps to the pulse of the song he or she is singing. • Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. • Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar. 	<ul style="list-style-type: none"> • Encourage children to move whilst playing instruments. • Encourage children to listen carefully to the sound of an instrument and move in response. • Join in with the clapping or tapping to the song they are singing or music they are listening to. 	<ul style="list-style-type: none"> • Make available a range of music so that children have opportunities to physically respond to different genres. • Vary the instruments that you offer in the environment, observe how the children move whilst playing with different instruments.

Musical Development: EXPLORING AND PLAYING

Age	Observing the learning	What adults could do	What adults could provide
30-50 Months	<ul style="list-style-type: none"> • Adds sound effects to stories using instruments. • Leads or is led by other children in their music making, ie being a conductor. • Listens and responds to others in pair/group music making. • Operates equipment such as CD players, MP3 players, handheld devices, keyboards. • Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). • Shows 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. 	<ul style="list-style-type: none"> • Model your respect and care for instruments. • Invite children to create sound effects to accompany stories. • Explore conducting games, together with the children: decide on a signal for start and stop eg hand gestures, dancing puppets/sleeping puppets, red/green scarves/flashcards. • Whilst playing with children, explore ways of extending the children's musical ideas, eg copy a child's pattern and then add an idea of your own, sensitively offer and play with ideas. Adult involvement may encourage more sustained musical play. 	<ul style="list-style-type: none"> • Create environments that invite children to make music together, eg a music table against a wall does not promote interactive and social music making, a music table with space around enables children to communicate musically and make music together more easily. Playing with a partner may impact how children make music. • Explore enclosures for music making, eg some children may enjoy making music in dens/enclosed spaces. • Experiment with different genres of music playing within the musical environment - observe carefully, does the music playing impact children's music making? Do the children tune into the music that is played?

MUSIC IN RECEPTION

Musical Development: HEARING AND LISTENING

Age	Observing the learning	What adults could do	What adults could provide
40-60+ Months	<ul style="list-style-type: none">• Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs."• Distinguishes and describes changes in music and compares pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."• Associates genres of music with characters and stories.• Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.	<ul style="list-style-type: none">• Discuss the music with children, invite them to describe the music and seek out their opinions and thoughts.	<ul style="list-style-type: none">• Create a listening area and create a library of music that the children can choose from.• Invite children to select music to play at certain times in the day, eg a track to play at snack time.• Children may respond differently to how we may expect them to. Responses to music are individual, what one considers to be relaxing may not be to another. Allow and encourage children to respond individually.

MUSIC IN RECEPTION

Musical Development: VOCALISING AND SINGING

Age	Observing the learning	What adults could do	What adults could provide
40-60+ Months	<ul style="list-style-type: none">• Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.• Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.• Sings entire songs.• May enjoy performing, solo and or in groups.• Internalises music, eg sings songs inside his or her head.	<ul style="list-style-type: none">• Play pitch matching games, eg hum or sing short phrases and invite children to copy you.• Use songs with and without words - children may pitch match more easily without words, eg use one-syllable sounds such as “ba”.• Sing call and response songs so that children can echo phrases of songs you sing.• Introduce new songs gradually and repeat them.• Sing slowly, children are likely to be listening to the words and the melody of the song.	<ul style="list-style-type: none">• Plan for both large and small group singing sessions; hearing individual voices in large group singing activities can be challenging; it may also be challenging for children to hear their own voices in a group context.• Some children enjoy singing in a group, some prefer to sing individually outside of a group. Listen carefully and respectfully to children in their free play, the silent observers in group activities are often able to sing songs that they did not sing during group time.• Offer opportunities for children to sing solo.• Invite children to share their songs with other children, whether this is their own creations or songs from home.• Provide recording devices to allow children to record their own and other children’s songs.

MUSIC IN RECEPTION

Musical Development: MOVING AND DANCING

Age	Observing the learning	What adults could do	What adults could provide
40-60+ Months	<ul style="list-style-type: none">• Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.• Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.• Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.• Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.• Choreographs his or her own dances to familiar music, individually, in pairs/small groups.	<ul style="list-style-type: none">• Encourage children to sway, walk or play instruments whilst listening to music.• Play movement and listening games that use different sounds for different movements, eg march to the sound of the drum, creep to the sound of the maraca, ask for the children's ideas.• Invite children to share their dance routines that they create either at home or in the setting.	<ul style="list-style-type: none">• If space is limited, try to create space for movement and music as often as possible and plan for this in the environment.• Present instruments in the environment; don't limit them to being in cupboards, boxes, baskets. Experiment with the use of levels.• Observe children's movement responses to sounds (pieces of music, songs and instruments).

MUSIC IN RECEPTION

Musical Development: EXPLORING AND PLAYING

Age	Observing the learning	What adults could do	What adults could provide
40-60+ Months	<ul style="list-style-type: none">• Creates music based on a theme eg creates the sounds of the seaside.• Finds and records sounds using recording devices.• Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.• Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.• Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.• Creates rhythms using instruments and body percussion.• May play along to the beat of the song they are singing or music being listened to.• May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.	<ul style="list-style-type: none">• Invite children to create a piece of music. You could use a theme (eg jungle) or an element of music as a starting point to create a piece eg loud/quiet (dynamics) – create music which has a range of dynamics involved.• Play rhythm games, eg tapping out the syllables of children’s names, song lyrics.• Invite children to play instruments one by one and encourage other children to listen carefully, ask the children to describe the sound or move to the sound of each instrument as they listen.• Invite children to choose shapes to represent instruments, eg a circle could represent a tambourine, a rectangle could represent a chime bar. Children can create visual patterns with the shapes which they could then either play themselves, other children could play or an adult could play.• Explore mark making to sounds. Invite children to draw to the sound of an instrument. Once children have created a mark of the sound introduce another sound for them to draw. You can then copy the children’s representations, create a visual pattern and invite children to play the visual pattern.	<ul style="list-style-type: none">• Set up a music area with a selection of instruments; invite children one by one to create a piece of music. If revisited regularly children may become familiar with the activity and you may see children developing their own ideas.• Where possible record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. Music is invisible and can get lost unless we capture and record it.• Offer instruments that lend themselves well to the activity you are exploring, eg tapping instruments such as claves and drums are easier to use when exploring rhythm games, shaky instruments are more challenging to play a defined rhythm with.