

Development Matters – Ages and Stages	On-going Learning Experiences for Music Areas	Look, Listen and Note
<ul style="list-style-type: none"> • Can select and use activities and resources with help. (EAD 30-50) • Welcomes and values praise for what they have done. (EAD 30-50) • Enjoys responsibility of carrying out small tasks. (EAD 30-50) • Can describe self in positive terms and talk about abilities (PSED 40-60+) • Sings to self and makes up simple song (EAD 30-50) • Makes up rhythms (EAD 30-50) • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (EAD 30-50) • Taps out simple repeated rhythms • Explores and learns how sounds can be changed (EAD 30-50) • Begins to build a repertoire of songs and dances (EAD 40-60+) • Explores the different sounds of instruments (EAD 40-60+) • Uses simple tools and techniques competently and appropriately. (EAD 40-60+) • Selects appropriate resources and adapts work where necessary. (EAD 40-60+) • Plays cooperatively as part of a group to develop and act out a narrative. (EAD 40-60+) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) • Understands that equipment and tools have to be used safely. (PD 30-50) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) • Focussing attention- still listen or dok, but can shift own attention (CL 30-50) • Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (UW 30-50) • Knows how to operate simple equipment, e.g.turns on CD player and uses a remote control (UW 30-50) 	<p style="text-align: center;">Effective Practice</p> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas</p> <p><u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u> Can you make a sound? Which is your favourite instrument? Which sound is the loudest? Which sound is the quietest?</p>	<p style="text-align: center;">Permanent Resources</p> <p><u>Resources Outdoor:</u> Space to move, Musical frame/fence/hangings, Pots, pans, spoons/beaters, Plastic bottles, plant pots, Wind chimes</p> <p><u>Resource enhancements throughout the year</u> Rustle bags – hand from fence/frame/tree i.e. rubber gloves, washing tablet bags filled with natural materials), Clear glass bottles filled with water + wooden spoons (supervised activity), Cd player, Headphones, Cd's of environmental sounds i.e. water flowing, Cd's nursery rhymes and songs, CD's various cultures Microphone , Dictaphone, Purchased musical instruments, Natural and recycled materials for making music (i.e. cardboard tubes, containers), Ribbons, Materials</p>

Intended Experiences	Characteristics of Effective Learning		
<p>Create sounds. Develop awareness of the sounds of different musical instruments</p> <p>Explore the different sounds of instruments</p> <p>Explore and learn how sounds can be changed</p> <p>Begin to build a repertoire of songs and rhymes</p> <p>Show an interest in the way musical instruments sound</p> <p>Join in known/favourite songs and rhymes</p> <p>Sing simple and familiar songs and rhymes</p> <p>Sing to themselves. Make up songs and rhymes</p> <p>Tap out simple repeated rhythms and make some up</p> <p>Respond to sound with body movement</p> <p>Enjoy joining in with dancing and movement games</p> <p>Imitate and create movement in response to music</p> <p>Begin to move rhythmically</p> <p>Imitate what is observed. Move spontaneously</p> <p>Develop a repertoire of actions</p> <p>Be alongside other children who are similarly engaged</p> <p>Work cooperatively as part of a group</p> <p>Use body language, gestures and expressions through actions and sounds. Capture experiences in movement and music. Gain an awareness of space. Combine a range of movements</p>	<p style="text-align: center;">Unique Child</p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience 	<p style="text-align: center;">Positive Relationships</p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Value questions, talk, and many possible responses, without rushing toward answers too quickly • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. 	<p style="text-align: center;">Enabling Environments</p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Plan linked experiences that follow the ideas children are really thinking about

