

Development Matters – Reception		Look, Listen and Note	
<p>-Listen attentively, move to and talk about music, expressing their feelings and responses (EAD) -Watch and talk about dance and performance art, expressing their feelings and responses (EAD) -Sing in a group or on their own, increasingly matching the pitch and following the melody (EAD) -Explore and engage in music making and dance, performing solo or in groups (EAD)</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<h2>On-going Learning Experiences for Music Areas</h2>		<p>Can they work together to make music? Do they show response to music? Do they enjoy making music? How do they let us know which toys they like/dislike? Do they share resources? Can they make a rhythm?</p>
	<h3>Effective Practice</h3>		<h3>Permanent Resources</h3>
	<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas</p> <p>Adults to ask questions to extend learning (using a range of closed and open questions) e.g- Can you make a sound? Which is your favourite instrument? Which sound is the loudest? Which sound is the quietest?</p>		<p><u>Resources Outdoor:</u> Space to move, Musical frame/fence/hangings, Pots, pans, spoons/beaters, Plastic bottles, plant pots, Wind chimes <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 Explore the different sounds of instruments Explore and learn how sounds can be changed Begin to build a repertoire of songs and rhymes Show an interest in the way musical instruments sound Join in known/favourite songs and rhymes Sing simple and familiar songs and rhymes Sing to themselves. Make up songs and rhymes Tap out simple repeated rhythms and make some up Respond to sound with body movement Enjoy joining in with dancing and movement games Imitate and create movement in response to music Begin to move rhythmically Imitate what is observed. Move spontaneously Develop a repertoire of actions Be alongside other children who are similarly engaged Work cooperatively as part of a group 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