

# Addington Music Department Early Years, Foundation Stage and Lower Primary Music Overview



In mainstream the early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. At Addington some children will be working at this level beyond the age of 5, so a curriculum 'Starter Scheme' has been created that is also used into early primary years, for our MLD and SLD children. The music curriculum recognises that children in this age group need a curriculum to help them to develop basic musical skills that will then enable them to follow the main curriculum as they progress through the school. It should also link with the early learning goals that they are working towards in other areas of the curriculum.

Music particularly supports the early years 'Expressive arts and design specific area of learning'. It also works towards the prime area of 'Communication and language'.

The 2014 EYFS curriculum document states:

*'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.'*

In music sessions this is delivered through rhymes, games and movement activities that are teacher led and often involve anticipation or cueing from children to move between sections. Children are given the opportunity to explore a variety of instruments and encouraged to play in a musical way. They have the opportunity to listen and respond to a variety of music, and their responses often form the basis of interactions with the leader, or give the opportunity for the student to lead the activity. They develop their skills in our four areas of music (singing, interaction, instrumental and knowledge and understanding).

## Assessments

Music is formally assessed twice in the academic year and a final level is sent home at the end of the year, using national curriculum levels. There are also ongoing observations by staff which inform planning and ensure progress.

Teachers note in particular the learning which a child demonstrates *spontaneously, independently and consistently* in a range of contexts. They should also be aware of examples where children have *initiated actions* as well as followed prompts.

## Characteristics of effective learning:

The characteristics of effective learning run through and underpin all seven areas of learning and development of EYFS. There is a great importance on the process of learning rather than outcomes. The following is taken from the EYFS handbook, outlining the characteristics of effective learning.

## Playing and exploring - engagement

**Finding out and exploring** is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.

**Using what they know in their play** describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

**Being willing to have a go** refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

## Active learning - motivation

**Being involved and concentrating** describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

**Keeping on trying** refers to the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience.

**Enjoying achieving what they set out to do** refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

## Creating and thinking critically - thinking

**Having their own ideas** covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

**Using what they already know to learn new things** refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.

**Choosing ways to do things and finding new ways** involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

## Early Learning Goals

Music links to many of the early learning goals, but the Addington Early Years Foundation and Lower Primary Stage Curriculum focusses on communication and expressive arts and design goals.

**Communication and language development** involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG 01 – **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.

ELG 02 – **Understanding:** Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

ELG 03 – **Speaking:** – Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Expressive arts and design** involves supporting children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

ELG 16 – **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.

ELG 17 – **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.