

Early Years Foundation Stage

Area of Learning and Development: Expressive Arts and Design – Being Imaginative and Expressive

Educational Programme for Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development Matters Non-Statutory	Early Learning Goal – Being Imaginative and Expressive Statutory
<p>Children in Reception will be learning to:</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Children at the expected level of development will: -</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Planning for Learning (LPDS)

Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to Being Imaginative and Expressive - Music

Singing

Well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.

Making Music

Using voice, objects, home-made and real musical instruments and a range of ICT.

Perform

Familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.

Movement

Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music.

Key Vocabulary

Listen, hear, shake, soft, sing, like, dislike, instrument, play, loud, quiet, fast, slow, rhyme, story, move, dance, rhythm, high, low, sing, dance, pulse, sounds, change, same, different, fast, slow, instrument, voice, spiky, smooth, faster, louder, slower, up, down, beat, tap, scrape, glockenspiel, triangle, drum, tambour, tambourine, castanets, maraca, scraper, wooden blocks, cymbals, beater, wooden claves, shaker, guitar, keyboard, trumpet, pitch, melody