

# Laying the Foundations for Music



## EYFS

Finding the singing voice, start/ stop and faster/ slower

Singing high and low

Finding the beat with body percussion, louder and quieter.

Playing the rhythm with un-tuned percussion.

Finding the rhythm

Playing high and low using tuned percussion

Finding the beat with un-tuned percussion.

Finding the voice, start and stop and bringing it all together

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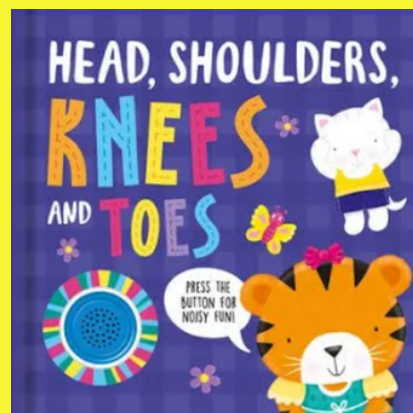
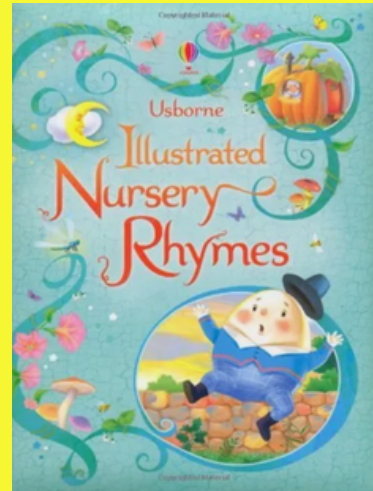
## EYFS



## Role of the Adult

### Enabling Environments

- Nursery Rhyme of the Week
- Accessable Instruments
- A variety of genres of music available throughout the week.



Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

Invite musicians in to play music to children and talk about it.

Encourage children to listen attentively to music.

Discuss changes and patterns as a piece of music develops.

Play pitch-matching games, humming or singing short phrases for children to copy.

Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.

Sing call-and-response songs, so that children can echo phrases of songs being sung.

Sometimes sing slowly, so that children can listen to the words and the melody of the song

Play movement and listening games that use different sounds for different movements.

Suggestions: march to the sound of the drum or creep to the sound of the maraca.

Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.

Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.

Children are encouraged to create their own music and to replicate choreographed dances, such as pop songs and traditional dances from around the world.

Children are allowed and encouraged to respond individually to the music they hear.

Children are offered opportunities to sing solo, whether this is their own creations or songs from home.

# Laying the Foundations for Music



**EYFS**

**Song**

**High**

**Performance**

**Low**

**Sing**

**Shake**

**Rhythm**

**Loud**

**Triangle**

**Clap**

**Tamborine**

**Pitch**

**Quiet**

**Tempo**

**Fast**

**Slow**

**Drum**