

## Music and Movement

### Introduction

Music needs to be introduced in a variety of ways from quiet music which can soothe and relax, to fast tempo music for physical and imaginative play.

Research shows that even in the womb babies respond to sound vibrations and the familiar voices they have heard.

Supporting children to be confident and relaxed with musical activities begins many aspects of their learning and development within the EYFS.

Resources can be inexpensive and home made with the most valuable resource being the voice.

There are endless opportunities to experience music with children of all ages and this toolkit will give some ideas and suggestions.

Music can be experienced both indoors and outdoors with home-made, natural or bought equipment.



## **Links with Statutory Duties / Policies and Procedures / EYFS Welfare and Safeguarding**

### **Early Years Foundation Stage (2017)**

#### **Ofsted self-evaluation**

**Policies: Partnerships with Parents; Adult Interactions with Children; Equal Opportunities / Inclusion Policy; Learning and Development**

#### **Overarching Principles of the EYFS:**

- Every child is a Unique Child who is constantly learning and can be resilient, capable, confident & self-assured
- Children can learn to be strong and independent through positive relationships
- Children learn & develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

#### **Ofsted self-evaluation form**

##### **Part B. Section 4. The quality of teaching, learning and assessment**

- promote equality of opportunity and diversity through teaching
- support children to develop the characteristics of effective learning
- understand the age group you work with and if you have high enough expectations of each child
- work in partnership with parents and carers to support each child's learning, in and out of the provision
- activities to encourage children to play and explore, be active in their learning and think creatively and critically

## The Early Years Foundation Stage: Characteristics of Effective Learning

### Engagement – Playing and Learning-Engagement

#### Unique Child

Music and Movement supports children by:

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

#### Positive Relationships

Adults can help children to enjoy music and movement by:

- Playing with children.
- Encourage them to experience and experiment with the instruments and their body movements.
- Be confident
- Help children as needed to do what they are trying to do.
- Join in play sensitively, fitting in with children's ideas.
- Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language.
- Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.
- Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.

#### Enabling Environments:

Adults can help children to enjoy music and movement by:

- Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.
- Make sure resources are relevant to children's interests.
- Arrange flexible indoor and outdoor space and resources where children can explore and have space to move.

- Plan first-hand experiences and challenges appropriate to the development of the children.
- Ensure children have uninterrupted time to play and explore, and value all people.

### Motivation – Active Learning

#### Unique Child

Music and Movement supports children to:

Being Involved and Concentrating

Keeping on Trying

Enjoying and achieving what they set out to do

#### Positive Relationships

Adults can help children to enjoy music and movement by:

- Supporting children to choose their activities – what they want to do and how they will do it.
- Stimulating children's interest through shared attention, and calm over-stimulated children.
- Helping children to become aware of their own goals, make plans, and to review their own progress and successes.
- Describing what you see them trying to do, and encouraging children to talk about their own processes and successes.
- Being specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.
- Encouraging children to learn together and from each other.
- Children developing their own motivations when you give reasons and talk about learning, rather than just directing.

#### Enabling Environments:

Adults can help children to enjoy music and movement by:

- Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.
- Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.
- Ensure children have time and freedom to become deeply involved in activities.
- Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities.

## Thinking – Creating and thinking critically

### Unique Child

Music and Movement supports children to:

Having their own ideas

Making links

Choosing ways to do things

### Positive Relationships

Adults can help children to enjoy music and movement by:

- Using the language of thinking and learning: think, know, remember, forget, idea makes sense, plan, learn, find out, confused, figure out, trying to do.
- Modelling being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.
- Encouraging open-ended thinking by not settling on the first ideas: What else is possible?
- Always respecting children's efforts and ideas, so they feel safe to take a risk with a new idea.
- Talk aloud helps children to think and control what they do. Modelling self-talk, describing your actions in play.
- Giving children time to talk and think.
- Valuing questions, talk, and many possible responses, without rushing toward answers too quickly.
- Supporting children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.
- Modelling the creative process, showing your thinking about some of the many possible ways forward.
- Sustaining shared thinking helping children to explore ideas and make links. Following children's lead in conversation, and thinking about things together.
- Encouraging children to describe problems they encounter, and to suggest ways to solve the problem.
- Showing and talking about strategies – how to do things – including problem-solving, thinking and learning.
- Giving feedback and helping children to review their own progress and learning. Talking with children about what they are doing, how they plan to do it, what worked well and what they would change next time.
- Modelling the plan-do-review process yourself.

### Enabling Environments:

Adults can help children to enjoy music and movement by:

- In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else's ideas.
- Build in opportunities for children to play with materials before using them in planned tasks.
- Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.
- Recognisable and predictable routines help children to predict and make connections in their experiences.
- Routines can be flexible, while still basically orderly.
- Plan linked experiences that follow the ideas children are really thinking about.
- Use mind-maps to represent thinking together.
- Develop a learning community which focuses on how and not just what we are learning.

## The Early Years Foundation Stage: Areas of Learning and Development

### Prime Areas

- **Personal Social and Emotional Development**

Music and Movement supports children to develop their self-confidence and self-esteem, supports social development including making relationships and emotional development including self-control through sharing resources and taking turns. Music can build on children's curiosity and encourages a positive approach to new experiences. Children display a high level of involvement and can select and use resources independently. Working with others fosters self-respect, and respect for others. It helps children to share, interact and observe others and to understand that there needs to be agreed values and codes of behaviour for groups to work together harmoniously. Through music children have the opportunities to represent their feelings and thoughts.

- **Physical Development**

Music and movement will support children's co-ordination and develop their body control, poise, balance, co-ordination and control in large and small movements whilst giving them the opportunities to express themselves.

- **Communication and Language**

Music and movement supports language for communicating and listening through opportunities for children to speak and listen, with singing and making up songs and rhymes. Communicating using their bodies and extending their vocabulary and languages from other countries.

### Specific Areas

- **Literacy**

Stimulating the child's interest to develop and create their own songs and rhymes whilst developing their fine motor skills needed for writing, for example, hand-eye coordination. Giving opportunities to mark make for a purpose and share with peers and parents. Song sheets to help parents and/or carers join in with songs and extend home learning experiences.

- **Mathematics**

Music will offer endless opportunities to count the beats in songs and rhythms and develop all aspects within mathematics.

- **Understanding the World**

Music is easily accessible from all countries and cultures giving children a wider view of people and communities, the diversity of others and the world around them. Whilst giving children the opportunity to use technology to create their own music.

- **Expressive Arts and Design**

Music and movement gives children the opportunity to explore how sound and movement can be developed from feelings and ideas, develop their sensory and emotional imagination and use different media and materials.

## Effective practice

“Music” can easily be accessible to all children in most places and at different times of the day from music at nappy changing time to creating songs as we play. Having a designated area that is available both indoors and outdoors gives children the opportunities and time to explore and adsorb themselves with sounds, songs and rhymes.

It is important to let the children’s imagination and creative ideas develop and grow, whilst providing supportive interested adults to extend play through suggestions and resources. Physical contact with instruments and learning about how they bodies can move and self-control will extend their learning and interest.

Focusing and valuing the experience rather than the finish product gives children the confidence to continue their creative flair.

By adding resources and cultural music this can stimulate thinking and awareness of the world. The introduction of materials like scarves and ribbons and IT recording equipment can take the experience to a different dimension.

Involving and supporting parents with songs and rhymes to be shared at home, promotes knowledge and expertise between parents and practitioners.

Giving children opportunities to create and design their own instruments from everyday items enables them to initiate their own learning.





**Questions for the leader / manager / childminder**

<b>Consider</b>	<b>Our current practice</b>	<b>Examples of evidence of this within our setting</b>	<b>Any further development needed Date to be completed by:-</b>
<i>Do you encourage staff / assistants to expand their knowledge of how to develop musical play activities?</i>			
<i>How do you engage parents with music at home?</i>			
<i>How do you build confidence around musical activities?</i>			
<i>How often you do purchase new instruments and resources?</i>			

### Questions for practitioners

<i>Consider</i>	<i>Our current practice</i>	<i>Examples of evidence of this within our setting</i>	<i>Any further development needed Completed by:-</i>
<p><b>Is music a popular activity within your provision?</b> Do children show sustained interest in the activity? How do you know? e.g. Do observations show that children use music instruments for extended periods of time? Are musical activities always accessible and attractive to all children? E.g. consider children with additional access needs – can they always access and participate in the activity?</p>			
<p><b>Do the music activities and resources cover targeted areas of learning?</b> Is this clearly evidenced through planning? It may also be evidenced through observations, and photographs etc Does the main area of learning change regularly?</p>			

<p><b><i>Is there a good balance of child initiated and adult initiated activities around music and movement ?</i></b> Consider the past months' planning – what is the balance of child and adult initiated activities? There should have been opportunities for both types of play.</p>			
<p><b><i>How do you enable children to initiate their own activities?</i></b> E.g. accessible resources that they can choose and use independently</p>			
<p><b><i>Do you watch and listen to children playing with the resources and use your observations to extend the activity?</i></b> When was the last time you added something to the resources spontaneously because of a child's interest that you observed? For instance, music resources from other cultures.</p> <p>Is there a clear link between your observations and your planning for the materials?</p>			

<p>For instance, your observations may show a child who is interested in wind instruments which could lead to experiencing these instruments in different areas-outdoors, small spaces, making their own.</p>			
<p><b>Are children able to play and develop their ideas individually, in small groups and in larger groups?</b> Do children play co-operatively in the groups? Eg. Do children interact and work together towards common goals? Do they share resources and discuss what they are doing?</p> <p><b>Are there always enough resources for children to follow their own lines of play?</b> Eg. Are there enough types of musical resources to let the children extend their imagination?</p>			

### Activity1

Aim: To observe the access of the music resources in the provision. Over the course of a session, make a note of the children who play how long they play and how they play – different children are likely to use resources in differing ways. Repeat this observation on a few separate occasions to identify a pattern, different interests and popular resources.

Look at your observations and ask:

1. What attracted the children to the activity, which is the most, used musical resources?
2. Did children come back to the activity to continue their play?
3. Did children have sustained periods of play?
4. Were children able to extend their interests by bringing any extra resources?
5. Did the resources attract small or large groups?
6. Did the children play together, independently or alongside each other?
7. Were the children able to develop their personal and social skills through the activity?
8. Were the resources in the best position within the provision for this type of play?
9. Were all children who chose to take part in the activity able to access it?
10. Was there enough space to move and dance?
11. How is the activity managed?

### Activity 2

“Feel the beat” – play some music and observe the child’s movements and actions, play copy me or follow the leader. Use your body to make the music. Introducing different beats or styles of music this will give the children the opportunity to express themselves in different ways, moods and manners. Consider how some children react to the different types of music.

### Activity 3

“Dance with ribbons, scarves or fabric” – let the children explore the textures first whilst playing some quiet, slow music .Then select some music and let it flow.

### Activity 4

“Make and record songs and music”- provide the resources to enable the children to compose and record their own songs and music to share with others. Introducing IT equipment such as mp3 players, CD players etc extends learning and can be shared with parents and carers.

### Activity 5

“Music outdoors”-

Create an outdoor music frame –hang different sized pans and pans and let the children use metal whisks, wooden and metal spoons.

Create an outdoor xylophone- using different sized pan lids.

Create an outdoor music area with upturned plastic and pot plant pots.

Create a music tree –hang CD’s, metal spoons, bamboo canes, bells and tin cans into a tree or bush.

### Activity 6

“Sound box”

Have a range of musical instruments that produce different sounds in a box. Depending on the ages of the children play a guessing game to which instrument is which?

### Activity 7

“Action rhymes with babies and toddlers”

Action rhymes are excellent ways to support younger children in enjoying music and learning to move their bodies to the beat.

There are no limits to creating and enjoying music with children so ask the children their thoughts and ideas. Create a book of songs, rhymes or musical activities that can be shared with families.

## Supporting Information and Resources

### Useful Links

[www.signup.org](http://www.signup.org)

[www.youthmusic.org.uk](http://www.youthmusic.org.uk)

[www.jabadao.org](http://www.jabadao.org)

Department for Education

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Ofsted

[www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

North Yorkshire County Council

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4Children

[www.4children.org.uk](http://www.4children.org.uk)

Foundation Years

<http://www.foundationyears.org.uk/?s=music>

***Useful documents***

The Little Book of Junk Music: Little Books with Big Ideas - Simon G.G. Macdonald

The Little Book of Music: Little Books with Big Ideas - Anice Paterson /David Wheway

The Little Book of Dance: Little Books with Big Ideas - Julie Quinn /Naomi Wager

101 Rhythm Instrument Activities: For Young Children - Abigail Flesch Connors