



## EYFS

### **Expressive Art and Design – National Curriculum Link Music**

At the heart of our holistic and innovative approach to teaching Expressive Art and Design at Westfield we believe that it is our role to provide the children in our care with opportunities for them to develop their creative talents supported by knowledgeable practitioners who help guide and support them whilst they express their individuality and flair. As staff, we understand the make-up of the curriculum and the intrinsic links it has with other areas of the EYFS curriculum and strive to immerse children in the world of Art and Music through interaction with quality, authentic learning experiences that foster a love of the arts.

At Westfield we believe that children,

**Children are born ready, able, and eager to learn. They actively reach out to interact with other people, and in the world around them.**

**Development is not an automatic process, however.**

**It depends on each unique child having opportunities to interact in positive relationships and enabling environments”.**

*(DfE Guidance)*

We believe that the development of children’s artistic and cultural awareness supports imagination and creativity.

We aim to meet the requirements of the EYFS (2021) curriculum and believe that: -

- 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.
- It is important to ensure 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.
- That is important to ensure the frequency, repetition, and depth of their experiences. This is fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.



## Music in The Early Years Foundation Phase

### Development Matters

#### Communication and Language, Physical development, Expressive Arts and Design

##### Nursery

Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers, paint and make marks. Expressive Arts and Design Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas

##### Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.

### IMPLEMENTATION

#### See EYFS Curriculum Documents on website.

- Ongoing throughout the year through carefully planned Continuous Provision activities.
- Access to a wealth of creative media and instruments to support imagination and the freedom to explore media through first-hand experiences that are open ended and allow the children to use individualism and freedom of expression.
- Opportunities to develop their musical expression, both indoors and outdoors, through a wide range of activities that are constantly available to them to encourage individual exploration and nurture self-confidence.

- CHIME – Music Specialists come into school and provide the children with opportunities to create performances and acquire specific skills and knowledge linked to Music.
- Children learn to develop their ideas and to explore concepts using instruments.
- Dance in PE lessons with opportunity for large scale movement to music.
- Sing songs and rhymes daily. Making up their own songs and reciting familiar songs from different genres.
- Encouraging parents to listen to and enjoy with children a variety of music and dance.
- Sensitively explore cultural heritage and celebrate children's diversity and backgrounds.
- Invite parents to performances: nursery rhyme challenge / nativity / performances in class