Early Years Foundation Stage

MUSIC

Expressive Arts and Design

Expressive Arts and Design is a specific area and includes aspects of music. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Communication and Language

Communication and Language is a prime area and consists of:
Listening and Attention
Understanding
Speaking

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Curriculum 2014 - Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

☐ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

☐ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

☐ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1
Pupils should be taught to:

☐ use their voices expressively and creatively by singing songs and speaking chants and rhymes
☐ play tuned and untuned instruments musically
☐ listen with concentration and understanding to a range of high-quality live and recorded music
☐ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Steps

Development matters in the Early Years Foundation Stage (EYFS)			
Communication and Language (CL) and Expressive Arts and Design (EAD)			
	PERFORM (Singing/Playing) Active Learning	**EXPLORE and COMPOSE Playing and Exploring**	**LISTEN, REFLECT and APPRAISE Creating and Thinking Critically**
Birth – 11 months	Makes own sounds in response when talked to by familiar adults. Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Practises and gradually develops speech sounds (babbling)to communicate with adults; says sounds like '*baba, nono, gogo* (CL)	Turns toward a familiar sound then locates range of sounds with accuracy. Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds. (CL) Babies explore media and materials as part of their exploration of the world around them. Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. (EAD)	Listens to, distinguishes and responds to intonations and sounds of voices. (CL)
8-20 months	Uses sounds in play, e.g. 'brrrm' for toy car. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye.*) (CL) Begins to move to music, listen to or join in rhymes or songs. (EAD)	Move their whole bodies to sounds they enjoy, such as music or a regular beat.	Moves whole bodies to sounds they enjoy, such as music or a regular beat. (CL)
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. (CL)		Expresses self through physical action and sound. Begins to move to music, listen to or join in rhymes or songs. (EAD)

Development matters in the Early Years Foundation Stage (EYFS)

Communication and Language (CL) and Expressive Arts and Design (EAD)			
	PERFORM (Singing/Playing) Active Learning	**EXPLORE and COMPOSE Playing and Exploring**	**LISTEN, REFLECT and APPRAISE Creating and Thinking Critically**
22-36 months	Shows interest in play with sounds, songs and rhymes. (CL) Joins in singing favourite songs. Shows an interest in the way musical instruments sound. (EAD)	Creates sounds by banging, shaking, tapping or blowing. (EAD)	Listens with interest to the noises adults make when they read stories. (CL)
30-50 months	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (CL) Sings a few familiar songs. Taps out simple repeated rhythms. Sings to self and makes up simple songs. Makes up rhythms. (EAD)	Explores and learns how sounds can be changed. (EAD)	Enjoys joining in with dancing and ring games. Beginning to move rhythmically. Imitates movement in response to music. Uses movement to express feelings. Creates movement in response to music. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (EAD)
40–60+ months	Begins to build a repertoire of songs and dances. (EAD)	Explores the different sounds of instruments. (EAD)	
	Early Learning Goal (EAD) **Children sing songs, make music and dance, and experiment with ways of changing them.** **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.**		

MINIMUM EXPECTED STANDARDS – By the end of the Reception Year most pupils should be able to:			
	PERFORM (Singing/Playing) Active Learning	**EXPLORE and COMPOSE Playing and Exploring**	**LISTEN, REFLECT and APPRAISE Creating and Thinking Critically**
	Using their voices: *Speak and chant short phases together *Find their singing voice and begin to develop an awareness of pitch over a small range of notes *Make changes in their voices to express different moods/feelings *Co-ordinate actions to go with a song *Sing short phrases or responses on their own *Sing a variety of songs both accompanied and unaccompanied **Using Classroom Instruments:** *Play instruments by shaking, scraping, rattling, tapping etc *Start and stop together *Begin to develop a sense of beat, using instruments or body sounds *Respond to symbols or hand signals *Play loudly, quietly, fast, slow *Copy a simple rhythm pattern or number of beats played on an instrument *Play along to music showing a developing awareness of the beat *Play with a sense of purpose and enjoyment	**Exploring:** *Different sounds made by the voice, hands, found objects and conventional instruments *(timbre)* *High and low sounds *(pitch)* *Long and short sounds *(duration)* *Loud and quiet sounds *(dynamics)* *Fast and slow sounds *(tempo)* *Begin to be aware of the effect that different sounds have to convey mood or meaning **Composing:** *Begin to create and manipulate different effects on a sound source or instrument *Add chosen sound effects at an appropriate moment in a story or song *Sort and name different sounds *Create a sequence of different sounds in response to a given stimuli	**Listening:** *Listen to sounds and respond by talking about them or physically with movement and dance *Recognise the sounds of the percussion instruments used in the classroom and identify and name them *Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs **Appraising:** *Begin to identify and describe key features or extreme contrasts within a piece of music *Begin to use musical terms (louder/quieter, faster/slower, higher/lower)
Key words	Found Objects – pots and pans, material, paper or anything that can be manipulated to create sounds Singing Voice – the musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm		
Musical Elements	Duration – steady beat, short and long sounds; Pitch – high and low; Tempo – fast and slow; Dynamics – loud and quiet; Timbre – the tone quality of the sound (rough, smooth, scratch etc); Structure – phrases of a song, overall plan of a piece		

National Curriculum 2014

MUSIC			
	PERFORM (Singing/Playing) **Active Learning**	**EXPLORE and COMPOSE** **Playing and Exploring**	**LISTEN, REFLECT and APPRAISE** **Creating and Thinking Critically**
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music

MINIMUM EXPECTED STANDARDS – By the end of Year 1 most pupils should be able to:			
	PERFORM (Singing/Playing) Active Learning	**EXPLORE and COMPOSE Playing and Exploring**	**LISTEN, REFLECT and APPRAISE Creating and Thinking Critically**
	Using their voices: *Speak and chant together *Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) *Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment *Co-ordinate actions to go with a song *Sing in time to a steady beat *Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing **Using Classroom Instruments:** *Play instruments by shaking, scraping, rattling, tapping etc *Play in time to a steady beat, using instruments or body sounds *Play loudly, quietly, fast, slow *Imitate a rhythm pattern on an instrument *Play a repeated rhythmic pattern (*rhythmic ostinato*) to accompany a song *Play a single pitched note to accompany a song (*drone*) *Play with help the rhythmic pattern of a spoken sentence e.g. Hungry Catterpillar *Follow simple hand signals indicating: loud/quiet and start/stop	**Exploring:** *Different sounds made by the voice and hands *(timbre)* *High and low sounds *(pitch)* *Long and short sounds *(duration)* *Loud and quiet sounds *(dynamic)* *Fast and slow sounds *(tempo)* *Pitch shapes (moving up and down) and rhythmic patterns **Composing:** *Add sound effects to a story *Choose musical sound effects to follow a story line or match a picture *Use graphics/symbols to portray the sounds they have made *Sequence these symbols to make a simple structure *(score)* *Compose own sequence of sounds without help and perform	**Listening:** *Listen to a piece of music and move in time to its steady beat *Recognise and respond through movement/dance to the different musical characteristics and identify and name them **Appraising:** *Begin to use musical terms (louder/quieter, faster/slower, higher/lower) *Begin to articulate how changes in speed, pitch and dynamics effect the mood
Key words	Ostinato – repeated rhythmic pattern or melodic shape; Drone – pitched note played continuously throughout a piece of music; Steady Beat – regular pulse (in time); Score – a written form of musical composition		
Musical Elements	Duration – steady beat, short and long sounds; Pitch – high and low; Tempo – fast and slow; Dynamics – loud and quiet; Timbre – the tone quality of the sound, rough, smooth, scratch etc; Structure – phrases of a song, overall plan of a piece		

National Curriculum 2014

MUSIC			
	PERFORM (Singing/Playing) **Active Learning**	**EXPLORE and COMPOSE** **Playing and Exploring**	**LISTEN, REFLECT and APPRAISE** **Creating and Thinking Critically**
Band 2 Beginning Beginning+ Within Within+ Secure Secure+	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music

MINIMUM EXPECTED STANDARDS – By the end of Year 2 most pupils should be able to:			
	PERFORM (Singing/Playing) **Active Learning**	**EXPLORE and COMPOSE** **Playing and Exploring**	**LISTEN, REFLECT and APPRAISE** **Creating and Thinking Critically**
	Using their voices: *Sing a variety of songs with more accuracy of pitch *Sing words clearly and breathing at the end of phrases *Convey the mood or meaning of the song *Sing with a sense of control of dynamics (volume) and tempo (speed) *Echo sing short melodic phrases *Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices *Follow a leader (teacher) starting and stopping together **Using Instruments:** * Play with control: maintaining steady beat, getting faster or slower, getting louder or quieter *Perform a repeated two note melodic ostinato to accompany a song *Perform a rhythm accompaniment to a song *Perform a sequence of sounds using a graphic score *Work and perform in smaller groups *Follow a leader (teacher) starting and stopping together *Demonstrate some confidence in performing as a group and as an individual	**Exploring:** *Ways in which sounds are made (tapped, blown, scraped, shaken) and can be changed *Long and short sounds *(rhythm – duration)* *Changes in *pitch* (higher and lower) *Sequences of sound *(structure)* *Sounds in response to a stimulus *(visual or aural)* *How sounds can be manipulated to convey different effects and moods **Composing:** *Short melodic phrases *Short repeated rhythmic patterns *(ostinato)* *Rhythm patterns from words *A piece of music that has a beginning, middle and end *(structure)* *Music that has long and short sounds, and/or changes in temp, timbre and dynamics, in small groups *Music that conveys different moods	**Listening and Appraising:** * Listen with increased concentration *Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds *Recognise how sounds are made – tapping, rattling, scarping, blowing etc *Identify different qualities of sound such as smooth, scratchy, clicking, ringing *(timbre)* *Recognise and respond to different changes of speed *(tempo)*/volume *(dynamics)* and *pitch* *Respond through movement/dance to different musical characteristics and moods *(angrily, sadly, cheerfully, daintily etc)* *Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)
Key words	Phrase – short section of a melody; Sequence – one after another; Ostinato – short repeated rhythmic pattern or melodic shapes; Drone – continuous or repeated pitch or pitches; Graphic Score – notation using picture or symbols; Steady Beat – regular pulse; Rhythmic Pattern – a group of long and short sounds		
Musical Elements	Pitch – high, low, getting higher, getting lower; Dynamics – loud, quiet, getting louder or quieter; Tempo – fast, slow, getting faster or slower; Structure – phrases of a song, overall plan of a piece of music; Timbre – the tone quality of the sound i.e smooth, scratchy, heavy, light, cold, warm, dull, bright; Duration – long and short sounds, beat, rhythm		

Suggested Medium Term Planning - EYFS			
	Autumn Term	**Spring Term**	**Summer Term**
Nursery	*Join in with repeated refrains *Sing a few familiar songs together *Tap out simple repeated rhythms *Sing to self and make up simple songs *Make up rhythms *Creates sounds by banging, shaking, tapping or blowing	*Join in with repeated refrains *Sing a few familiar songs together *Explore and learn how sounds can be changed *Join in with dancing and ring games. *Begin to respond to music and move rhythmically	*Speak and chant short phrases together *Find their singing voice and being to develop a sense of pitch over a small range of notes *Sing a variety of familiar songs together *Play instruments and sound-makers by shaking, scraping, rattling and tapping
Reception	*Speak and chant short phrases together *Find their singing voice and being to develop a sense of pitch over a small range of notes *Sing a variety of songs both accompanied *Play instruments and sound-makers by shaking, scraping, rattling and tapping *Start and stop together	*Sing short phrases or responses on their own *Begin to develop a sense of beat, using instruments or body sounds *Respond to symbols or hand signs *Play loudly, quietly, fast, slow *Copy a simple rhythm pattern or number of beats played on an instrument *Add chosen sound effects at an appropriate moment in a story or song *Sort and name different sounds *Begin to identify and describe key features or extreme contrast within a piece of music *Recognise the sounds of the percussion instruments used in the classroom and identify and name them	*Make changes in their voices to express different moods/feelings *Play along to music showing a developing awareness of the beat *Play with a sense of purpose and enjoyment *Create a sequence of different sounds in response to a given stimuli *Respond appropriately to a range of classroom songs e.g. tidy-up songs, circle time songs, line-up songs *Begin to use musical terms (louder/quieter, faster/slower, higher/lower)

Suggested Medium Term Planning – Key Stage 1			
	Autumn Term	**Spring Term**	**Summer Term**
Year 1	*Speak and chant together *Sing in time to a steady beat *Co-ordinate actions to go with a song *Play classroom instruments by tapping, shaking, scraping, rattling *Play to a steady beat *Follow simple signals: stop/start	*Sing songs in different styles conveying different moods (happy, sad, angry etc) and with a sense of enjoyment *Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing *Imitate a rhythm pattern on an instrument *Play a single pitched note to accompany a song *(drone)* *Play with the rhythmic pattern of a spoken sentence e.g. Hungry Caterpillar *Use graphics/symbols to portray the sounds they have made *Recognise and respond through movement/dance to the different musical characteristics and moods of music	*Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) *Play loudly, quietly, fast, slow *Play a repeated rhythmic pattern *(ostinato)* to accompany a song *Sequence symbols to make a simple structure *(score)* *Compose own sequence of sounds without help and perform *Recognise the sounds of the percussion instruments used in the classroom and identify and name them *Begin to use musical terms (louder/quieter, slower/faster) *Begin to articulate how changes in speed, pitch and dynamics affect the mood
Year 2	*Sing a variety of songs with more accuracy of pitch *Echo short sung melodic phrases *Identify if pitch is getting higher/lower/staying the same *Play instruments with control e.g. maintaining a steady beat, getting faster/louder *Perform a rhythm accompaniment to a song *Compose short melodic phrases *Compose repeated rhythmic patterns (ostinato) *Recognise different qualities of sound (timbre)	*Sing words clearly and breathing at the end of phrases *Convey the mood or meaning of the song *Perform a sequence of sounds using a graphic score *Work and perform in smaller groups *Follow a leader (teacher) starting and stopping together *Compose rhythm patterns from words *Compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups	*Sing with a sense of control of *dynamics* (volume) and *tempo* (speed) *Demonstrate some confidence in performing as a group and as an individual *Compose a piece of music that has a beginning, middle and end *(structure)* *Compose music that conveys different moods *Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) *Recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)

DEVELOPMENT MATTERS
WHAT ADULTS COULD DO ……. WHAT ADULTS CAN PROVIDE
References to musical activities [bracketed text added SN]
Document created by Sue Nicholls

PLAYING AND ENGAGING:
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, build, move and role play

ACTIVE LEARNING:
Keep significant activities [sound-makers]out instead of routinely tidying them away

CREATING AND THINKING CRITICALLY:
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...

PSED MAKING RELATIONSHIPS	
16-26 months	Play name games [songs] to welcome children to the setting and help them get to know each other and the staff. Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.
22-36 months	Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other [sharing sound-makers e.g. drum/xylophone].
30-50 months	Plan activities that require collaboration such as …ring games. Provide time, space and materials for children to collaborate with one another in different ways, for example; building constructions [singing and playing together].
40-60 months	Provide activities that involve turn-taking and sharing in small groups
PSED SELF-CONFIDENCE AND SELF-AWARENESS	
Birth -11 months	Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks.
40-60 months	Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.
PSED MANAGING FEELINGS AND BEHAVIOUR	
Birth -11 months	Learn lullabies that children know from home and share them with others in the setting.
16-26 months	Choose books and stories [songs] in which characters help and support each other.
30-50 months	Make available a range of music that captures different moods. Provide materials [story songs, sound-makers and props] for a variety of role play themes.
40-60 months	Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.
COMMUNICATION AND LANGUAGE: LISTENING AND ATTENTION	
Birth -11 months	Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. Use a lively voice, with ups and downs to help babies tune in. Sing songs and rhymes during everyday routines. Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds Share stories, songs and rhymes from all cultures and in babies' home languages. Plan times when you can sing with young babies, encouraging them to join in.
16-26 months	Encourage young children to explore and imitate sound.
22-36 months	Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Keep background noise to a minimum e.g. use music or radio briefly only for particular purposes. Use puppets and other props to encourage listening and responding when singing a familiar song …
30-50 months	When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty". When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the... Set up a listening area where children can enjoy rhymes and stories.
40-60 months	Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.

COMMUNICATION AND LANGUAGE: UNDERSTANDING	
8-20 months	Speak clearly. Babies respond well to a higher pitched, sing-song voice. When you use nursery rhymes, help children understand the words by using actions as well.
40-60 months	Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out [sing] the scenarios in character.
COMMUNICATION AND LANGUAGE: SPEAKING	
Birth-11 months	Encourage babies' sounds and babbling by copying their sounds in a turn-taking 'conversation'. Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages
22-36 months	Provide activities which help children to learn to distinguish differences in sounds, word patterns & rhythms Plan to encourage correct use of language by telling repetitive stories [singing songs], and playing games which involve repetition of words or phrases.
40-60 months	Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation
PHYSICAL DEVELOPMENT: MOVING AND HANDLING	
16-26 months	Use music to stimulate exploration with rhythmic movements.
22-36 months	Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
40-60 months	Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
MATHEMATICS: NUMBER	
Birth -11 months	Sing number rhymes as you dress or change babies, e.g. 'One, Two, Buckle My Shoe'. Move with babies to the rhythm patterns in familiar songs and rhymes. Encourage babies to join in tapping and clapping along to simple rhythms. Collect number rhymes which are repetitive and are related to children's actions and experiences, for example: 'Peter Hammers with One Hammer'. Use song and rhymes during personal routines, e.g. 'Two Little Eyes to Look Around', pointing to their eyes, one by one. Collect number and counting rhymes from a range of cultures and in other languages. This will benefit all children and will give additional support for children learning English as an additional language.
22-36 months	Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'. Provide props for children to act out counting songs and rhymes.
30-50 months	Use pictures and objects to illustrate counting songs, rhymes and number stories. Provide story [song] props that children can use in their play, e.g. varieties of fruit and several baskets like Handa's in the story 'Handa's Surprise' by Eileen Browne.
40-60 months	Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens
MATHEMATICS: SHAPE, SPACE AND MEASURE	
16-26 months	Help children use their bodies to explore shape, through touching, seeing & feeling shape in art, music & dance.
UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES	
16-26 months	Help children to learn each other's names, e.g. through songs and rhymes. Celebrate and value cultural, religious and community events and experiences
40-60 months	Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events
UNDERSTANDING THE WOLRD: TECHNOLOGY	
22-36 months	Support children in exploring the control technology of toys, e.g. toy electronic keyboard. Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS	
8-20 months	Encourage babies to join in tapping and clapping along to simple rhythms. Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans and plastic bottles filled with different things.
16-26 months	Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and quiet, fast and slow.
22-36 months	Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. Encourage and support the inventive ways in which children add, or mix media, or wallow in a particular experience. Invite dancers and musicians from theatre groups, the locality or a nearby school so that children begin to experience live performances. Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and to reflect their cultural heritages.
30-50 months	Introduce children to a wide range of music, painting and sculpture.

EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE	
40-60 months	Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof …provide curtains and place dressing-up materials and instruments close by. Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.