

EYFS to KSI Bridging Document for Music



EYFS Educational Programme - 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.

	EYFS Expressive Arts and Design	How this is achieved in EYFS	KEY STAGE 1 Music
Specific Area of Learning Expressive Arts and Design	<p>ELG Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> ❖ sing a range of well-known nursery rhymes and songs ❖ perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<p><u>Music sessions:</u> At Austrey and Newton Regis, children follow the 'Charanga' music scheme. There are 6 units that are covered across the academic year:</p> <ul style="list-style-type: none"> ▪ Autumn 1 - Me ▪ Autumn 2 - Everyone ▪ Spring 1 - Our World ▪ Spring 2 - Big Bear Funk ▪ Summer 1 - My Stories ▪ Summer 2 - Reflect, Rewind, Play <p><u>Developing Musical Skills:</u></p> <ul style="list-style-type: none"> ▪ singing and performance - Nativity Play and Easter Play ▪ collective worship and church service singing - Harvest, Christmas, Easter ▪ daily singing in Collective Worship ▪ start/end of the day sharing songs, rhymes and music ▪ Nursery and Action Rhymes ▪ listening to and appreciating a range of music styles 	<p>Aims - all pupils:</p> <ul style="list-style-type: none"> ❖ 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 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

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		<ul style="list-style-type: none">▪ calming music as children transition▪ access to musical instruments during Continuous Provision▪ playground chants and games▪ keeping the beat with clapping patterns	<p>Key Stage 1 - pupils should be taught to:</p> <ul style="list-style-type: none">❖ use their voices expressively and creatively by singing songs and speaking chants and rhymes❖ play tuned and un-tuned 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
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