



**Westhead Lathom St James' CE Primary School**  
**EYFS Music**

<b>Questions to Develop Children's Spirituality in Music:</b>	Awareness of the power of music to the listener lose yourself in a piece of music – where did you go to? Does music change the way you feel? Do you think music can change the world? How? What difference would it make if everyone liked the same music? Can you say God communicated with us through music?
<b>Development of the child:</b>	Questioning, emotion, self-awareness, consideration, appreciation and empathy.



<p><b>Themes:</b>          Listen and Respond          Explore and Create          Singing          Share and Perform</p>	<p><b>Prior Knowledge/Links:</b></p>	
<p><b>EYFS Framework</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p><b>Educational Programme</b>          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.</p> <p><b>Early Learning Goal</b>  <b>Being Imaginative and Expressive</b>          Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that music can touch your feelings.</li> <li>• Know how to move to music by dancing, marching, being animals or Pop stars.</li> <li>• Know that we can move with the pulse of the music.</li> <li>• Know that the words of songs can tell stories and paint pictures.</li> <li>• Know how to find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>• Know how to copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>• Know how to use high and low using voices and sounds of characters in the songs.</li> <li>• Know the difference between high-pitched and low-pitched sounds on a glockenspiel.</li> <li>• Know how to invent their own pattern using one pitched note, keeping the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>• Know how to use two pitched notes to invent musical patterns.</li> <li>• Know a range of nursery rhymes and simple songs and sing from memory.</li> <li>• Know that songs have sections.</li> <li>• Know how to sing along with a pre-recorded song and add actions.</li> <li>• Know how to sing along with a backing track.</li> <li>• Know that a performance is sharing music.</li> </ul>	<p>Pulse          Rhythm          Pitch          High          Low          Song          Story          Dance          March          Instrument          Glockenspiel          Nursery rhyme          Performance          Pattern</p>