



Rotherhithe Primary School



Structure of Sessions EYFS

Music

An important point about Early years teaching:

This teaching amounts to 50% of the provision, and the other 50% of the provision is mirrored in carpet sessions and free play. Observations of children in free play can be brought back to link to directed sessions.

Practitioners must give children the opportunity to act out what they have learnt in their directed music sessions in their free play.

Children should also be exposed to live performances – these will be planned in termly where older children perform to them.

Nursery

45min (beginning of year slightly shorter until children are ready to focus for longer)

Throughout the year the structure stays the same.

In the structure of the session we have anchor songs - Lessons always include certain songs to give children stamina in the session. Gives the children a sense of where they are in the lesson. Feeling of familiarity to bring all children back together.

Welcome and warm up, valuing the individual. This is what the session is about. We will sing hello, how are you today, feelings, names. Set a nice mood, checking in with the children, feel good.

Shaking, clapping, actions – doing songs that will get the children moving their hands and warming up the voice. Finding high and low. Warming up body, exploring pitch, pulse and rhythm. Actions to get the children engaging with teacher.

Focus on teaching point - Musical teaching point – teaching specific musical elements – using props (instruments/scarves)

i.e. Listen listen here I come – tapping a rhythm / starting on the strong beat.

Movement – to get fidgets out. Usually focus is feeling the pulse with their body.

Feature part -i.e. counting songs / using stretchy lyrics / songs in a circle

Jumping song leading into

Movement – expressive movement - free movement to explore creativity, have some fun, energising. Skipping, marching, moving, finding spaces.

Quiet cool down – calming , listening to recorded or live instruments

Instrument section – exploring instruments – exploring sounds – controlling the sounds - fast, slow, loud , soft, learning how to make a good sound. Learning the names of the instruments.

Finish session with twinkle twinkle.

Projects:

We aim to incorporate a cross curricular project in summer term.

This should bring together all of the musical experiences – instrument work, singing, movement and voice. Possible link with stories that are supported in teaching sessions as well.

Carnival / Handa's surprise – two projects that have worked well in the past. Ideas however to be developed with teachers and school staff.

Reception

In Reception class we create opportunities that are more varied with extended concentration – but still adult led.

Autumn term structure should stay the same as nursery.

Spring term -

Welcome and warm up, valuing the individual. This is what the session is about. We will sing hello, how are you today, feelings, names. Set a nice mood, checking in with the children, feel good.

Teaching point - one main activity – more extended than nursery. This will include some movement.

During the spring term there will be 3 kodaly singing games introduced. The main focus is on singing, solo singing, pitch, rhythm and pulse.

Movement – expressive movement - free movement to explore creativity, have some fun, energising. Skipping, marching, moving, finding spaces.

Quiet cool down – calming , listening to recorded or live instruments.

Review activity –review of previous learning, this could be with instruments or singing a song previously learnt.

Finish session with twinkle twinkle.

Summer term –

Welcome and warm up, valuing the individual. This is what the session is about. We will sing hello, how are you today, feelings, names. Set a nice mood, checking in with the children, feel good.

Creative – introduce stories and rhymes that lend themselves well to have sound effects.

Project work - e.g. carnival