

Planning for Learning through Making music

by Judith Harries. Illustrated by Cathy Hughes

Contents

Making plans 2-3

Using the 'Early Learning Goals' 4-6

EYFS Planning Chart 7

Theme 1: Voice and body music 8-9

Theme 2: Using musical instruments 10-11

Theme 3: Beat and rhythm 12-13

Theme 4: Sorting sounds 14-15

Theme 5: Making tunes 16-17

Theme 6: Sounds together 18-19

Bringing it all together – Recording music 20

Resources 21

Collecting evidence of children's learning 22

Activity overview 23

Home links 24

Family page Inside back cover



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Making plans

Child-friendly planning

The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Planning should be flexible, useful and child-friendly. It should reflect opportunities available both indoors and outside. Plans form part of a planning cycle in which practitioners make observations, assess and plan.

Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate and create.

Plans should include a variety of types of activity. Some will be adult-initiated or adult-led, that focus on key skills or concepts. These should be balanced with opportunities for child-initiated activity where the children take a key role in the planning. In addition there is a need to plan for the on-going continuous provision areas such as construction, sand and



water, malleable materials, small world, listening area, role-play and mark-making. Thought also needs to be given to the enhanced provision whereby an extra resource or change may enable further exploration, development and learning.

The outdoor environment provides valuable opportunities for children's learning. It is vital that plans value the use of outdoor space.

The UK Frameworks

Within the UK a number of frameworks exist to outline the provision that children should be entitled to receive. Whilst a variety of terms and labels are used to describe the Areas of Learning there are key principles which are common to each document. For example they advocate that practitioners' planning should be personal based on observations and knowledge of the specific children within a setting. They acknowledge that young children learn best when there is scope for child-initiated activity. In addition it is accepted that young children's learning is holistic. Although within the documents Areas of Learning are presented separately to ensure that key areas are not over-looked, within settings, children's learning will combine areas. Thus the Areas of Learning are perhaps of most use for planning, assessment and recording.

Focused area plans

The plans you make for each day will outline areas of continuous provision and focused, adult-led activities. Plans for focused-area activities need to include aspects such as:

- Resources needed
- The way in which you might introduce activities
- Individual needs
- The organisation of adult help
- Size of the group
- Timing
- Safety
- Key vocabulary.

Identify the learning and the Early Learning Goals that each activity is intended to promote. Make a note of any assessments or observations that you are likely to carry out. After carrying out the activities, make notes on your plans to say what was particularly successful, or any changes you would make another time.

Making plans

A final note

Planning should be seen as flexible. Not all groups meet every day, and not all children attend every day. Any part of the plan can be used independently, stretched over a longer period or condensed to meet the needs of any group. You will almost certainly adapt the activities as children respond to them in different ways and bring their own ideas, interests and enthusiasms. The important thing is to ensure that the children are provided with a varied and enjoyable curriculum that meets their individual developing needs.

Using the book

Read the section which outlines links to the Early Learning Goals (pages 4-6) and explains the rationale for focusing on 'Making music'.

The chart on page 7 gives an example format for weekly planning. It provides opportunity to plan for the on-going continuous provision, as well as more focused activities.

Use pages 8 to 19 to select from a wide range of themed, focused activities that recognise the importance of involving children in practical activities and giving them opportunities to follow their own interests. For each 'Making music' theme, two activities are described in detail as examples to help you in your planning and preparation. Key vocabulary, questions and learning opportunities are identified. Use the activities as a basis to:

- Extend current and emerging interests and capabilities
- Engage in sustained conversations
- Stimulate new interests and skills.

Find out on page 20 how the 'Making music' activities can be brought together with 'Recording music'.

Use page 21 for ideas of resources to collect or prepare. Remember that the books listed are only suggestions. It is likely that you will already have within your setting a variety of other books that will be equally useful.

The activity overview chart on page 23 can be used either at the planning stage or after each theme has been completed. It will help you to see at a glance which aspects of children's



development are being addressed and alert you to the areas which may need greater input in the future.

As children take part in the activities, their learning will progress. 'Collecting evidence' on page 22 explains how you might monitor each child's achievements.

There is additional material to support the working partnership of families and children in the form of a reproducible Family page found inside the back cover.

It is important to appreciate that the ideas presented in this book will only be a part of your planning. Many activities that will be taking place as routine in your group may not be mentioned. For example, it is assumed that sand, dough, water, puzzles, role play, floor toys, technology and large scale apparatus are part of the ongoing early years experience. Role-play areas, stories, rhymes, singing, and group discussion times are similarly assumed to be happening in each week although they may not be a focus for described activities.

Using the 'Early Learning Goals'

The principles that are common to each of the United Kingdom curriculum frameworks for the early years are described on page 2. It is vital that, when planning for children within a setting, practitioners are familiar with the relevant framework's content and organisation for areas of learning. Regardless however, of whether a child attends a setting in England, Northern Ireland, Scotland or Wales they have a right to provision for all areas of learning. The children should experience activities which encourage them to develop their communication and language; personal, social, emotional, physical, mathematical and creative skills. They should have opportunities within literacy and be encouraged to understand and explore their world.

Within the Statutory Framework for the Early Years Foundation Stage (2014), Communication and Language; Physical Development and Personal, Social and Emotional Development are described as Prime Areas of Learning that are 'particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive' (page 7, DfE 2014). The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

For each Area of Learning the Early Learning Goals (ELGs) describe what children are expected to be able to do by the time they enter Year 1. These goals, detailed on pages 4 to 6, have been used throughout this book to show

how activities relating to 'Making Music' could link to these expectations. For example, for Personal, Social and Emotional Development, one aim relates to the development of children's 'self-confidence and self-awareness'. Activities suggested which provide the opportunity for children to do this have the reference PSE1. This will enable you to see which parts of the Early Learning Goals are covered for a given theme and to plan for areas to be revisited and developed.

In addition, an activity may be carried out to develop a range of different Early Learning Goals. For example, when the children make music catalogues for the shop they will develop their writing skills for Literacy. Also, when they write and draw with a pencil or cut with scissors to illustrate the catalogues, they will use their fine motor skills which are part of Physical Development. Thus, whilst adult-focused activities may have clearly defined goals at the planning stage, it must be remembered that as children take on ideas and initiate their own learning and activities, goals may change.

The Prime Areas of Learning Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (CL1)

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (CL2)

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (CL3)

'Making music' provides many opportunities for children to enjoy listening, understanding and speaking. There are a wide range of books featuring sounds, music and musical instruments and these can be used to stimulate interest in the chosen themes, encouraging children to listen and to talk. When discussing different



Example chart to aid planning in the EYFS

Week beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
FOCUSED ACTIVITIES					
Focus Activity 1:					
Focus Activity 2:					
Stories and rhymes					
CONTINUOUS PROVISION (Indoor)					
Collage					
Construction (large)					
Construction (small)					
ICT					
Imaginative play					
Listening					
Malleable materials					
Mark making					
Painting					
Role play					
Sand (damp)					
Sand (dry)					
Water					
CONTINUOUS PROVISION (Outdoor)					
Construction					
Creative play					
Exploratory play					
Gross motor					
ENHANCED PROVISION (Indoor)					
ENHANCED PROVISION (Outdoor)					



Theme 1: Voice and body music

Timbre – the sound quality or colour of different voices and instruments

Communication and Language

- Read *Gabriella's song* by Candace Fleming. Make up a class story about a song that travels around your home town. Who might hear it? What would happen to it at the end? Act out the story. (CL1, 3)
- Make some music using voices. Experiment with different letter sounds or phonemes. Contrast long vowel sounds such as oo, ah, and ee with short consonant sounds like k, t, p, and g. Ask the children to use their favourite sounds to make beatbox patterns for instance ch, ch, ch, ssss or t, mmm, t, mmm. (CL2, 3)



Physical Development

- Play together in a kazoo chorus. Use plastic combs with wax paper folded over the teeth edge and hum. Or make kazoos using decorated cardboard tubes with one end covered in greaseproof paper and blow or hum into the open end. Try humming some well-known songs or tunes. (PD1)
- Play 'Sound ball'. Sit in a circle and throw the ball to a child. Make a vocal or body sound for them to copy. They have to catch the ball and repeat your sound. Then they must throw a new sound. (PD1)
- Make your own echo microphone (see activity opposite). (PD1)

The last line is sung solo by the child holding the button. Can the listener identify the soloist? (PSE1, 2)

Personal, Social and Emotional Development

- Introduce the topic by talking about music. What do the children like to listen to? Have they got a favourite song or type of music? Invite them to bring in CDs from home to share. (PSE1, 3)
- Try singing this simple echo song to the tune of 'Three Blind Mice':
Use your voice (x2)
Make a choice (x2)
Make this sound along with me (x3)
Use your voice.
Make a variety of vocal sounds and invite the children to join in. Can they think of some vocal sounds to use in the song? (PSE1)
- Play the 'Button game'. Sit in a circle and ask for volunteer to sit in middle and hide their eyes. Pass a button round the ring threaded onto a loop of string. Sing to the tune of 'Polly put the kettle on':
Pass the button round the ring (x3)
Now the button's stopped.

Literacy

- Ask children to use their writing skills to draw a score (written music) for a soundscape. Try a desert with humming soft sounds for the heat (mmm) and short, spikey consonant sounds for the insects (k, k, k) or buzzing and hissing (bzzz, ssssss). How would you create a town scape? (L2)
- Create a class songbook. Ask children to choose a favourite song or rhyme to copy or write out and illustrate. (L2)

Mathematics

- How many different body sounds can the children make (see activity opposite)? (M1)
- Choose two body sounds and make up alternating patterns such as clap, stamp, clap, stamp. Or stamp, stamp, click, click. Can they think of a way to notate the patterns? (M2)
- Draw around a hand. Number the fingers 1-5. Use the drawing to sing and illustrate number rhymes such as 'Five fat sausages', 'Five little speckled frogs' and so on. Can the children invent some new rhymes about 'Five noisy drums' or 'Ten little voices singing in the hall'. (M1)

Understanding the World

- On the computer use 'sound recorder' or Audacity (see Resources) or a tablet with microphone to record the children's voices. Can the children recognise their own

voices? Try adding effects to change and disguise the sounds. (UW3)

- Listen to songs and vocal music from around the world (see Resources). Visit www.mamalisa.com and find out about different songs around the world. Use a globe to help the children identify different countries. (UW1, 3)

Expressive Arts and Design

- Paint cartoon self portraits. Use mirrors to help the children to paint pictures of their faces with their mouths open wide. Ask children to write the words of a favourite song or rhyme in a speech bubble and stick onto the mouth. (EAD1)
- Learn a new song to go with each theme. Sing simple call and response songs such as 'Boom chicka boom' and 'Tongo' from *Sing for pleasure* (see Resources). Try 'I hear thunder' with the words changed to I hear music, Hark don't you, lots of singing voices, clapping too'. (EAD1)
- Make a 'Body Percussion Band'. Draw round a child's body shape on large piece of cardboard. Paint face, hair and clothes. Make giant labels using ICT to indicate different body percussion sounds such as clap, stamp, tap, click and so on. (EAD1)

Activity: Body sounds

Learning opportunity: Developing counting skills by choosing favourite body sounds to create a bar chart.

Early Learning Goal: Mathematics. Numbers.

Resources: Dice; large piece of card; ruler; small squares of paper; pencils; felt pens.

Organisation: Whole group for introduction and compiling bar chart, pairs for dice game.

Key vocabulary: Clap, tap, stamp, click, slap, how many, more, less, dice.

What to do: Sit the children in a circle and ask them each to make a different body percussion sound using hands, feet, knees, tongue, etc. around the ring. Collect as many sounds as possible. Try clapping, tapping, stamping, clicking and experiment with more unusual sounds such as sniffing, whistling, tapping two fingers on your hand, tap teeth with fingernails, tap cheek with open mouth, and so on.

Ask children to work in pairs and take turns to give and follow instructions using the dice. Roll the dice and then choose a body sound to ask your partner to make that number of times. Can they add one more or make one less? Invite children to choose a favourite body percussion sound from a selection of six. Use a tally chart to record the results.

Ask children to draw a symbol or picture of their favourite sound on a small square of paper. Use the paper squares to construct a bar chart on the large piece of cardboard. Ask questions such as 'Which sound was the most popular?' and 'Which sound was chosen by five children as their favourite?'.

Activity: Echo microphone

Learning opportunity: Finding out how the echo microphone works and making one from a variety of materials.

Early Learning Goal: Physical Development. Moving and handling.

Resources: Paper or plastic cups; metal spring; cardboard tube; paper fasteners; paint or plastic tape.

Organisation: Small group.

Key vocabulary: echo microphone, stretch, join, pull, fasten, loud, quiet.

What to do: Show the children an echo microphone and let them take turns to use it to interview each other. How do they think the echo microphone works? If possible take apart the microphone and look at the different parts inside.

Help the children to construct a microphone using two plastic cups, a spring and a cardboard tube. Join one end of the spring to the bottom of one of the cups using paper fasteners or tape. Post the spring through the cardboard tube until it is stretched taut. Join the spring to the inside of the other cup. Decorate the cardboard tube and the cups with paint and plastic tape or stickers. Let the children try out their microphones by speaking into the paper cup. Do their voices sound louder?

Display

Create an interactive sound display using music that the children choose to listen to and recordings of their voices for the listener to identify. Create a 'Body percussion' display and make a border using notated versions of the body patterns (see Mathematics). Display the 'Body percussion band' people and cartoon self-portraits and add recordings of voice and body patterns.

Ask children to write and illustrate their story about the travelling song on long thin pieces of paper showing all the places the song goes to and display with copies of *Gabriella's Song* and the class story.