



## **ChIMP Champs and Acorn Children's Centre Partner settings' World Café thoughts on Music Matters in the EYFS**

**May 2012**

During the May training, we held a "World Café" exercise where we looked at aspects of the new EYFS coming in this September and listed musical activities, concepts and ideas which would support areas of the curriculum. Here are your ideas returned to you, plus the EYFS's ideas, plus some commentary of the ChIMP Champs project so far. This list is by no means complete because the EYFS is a large and detailed document. Also, the great ideas you came up with were limited by what was recordable during a brief training exercise. We realise that this list represents a small but significant portion of the work you engage in every day. We do hope that this information is useful to help embed music, in its many aspects, into your future or retrospective planning.

**Personal, Social and Emotional Development: (includes Making Relationships, Self-confidence and awareness, managing feelings and behaviour)**

So far, "making relationships" is the most successful aspect of the ChIMP Champs project. Different spaces like a den made out of taped-together boards with a sheet and large instruments that children have shared have provided focussed opportunities for children to play together with music making as the focus. Altering the environment seems to encourage the children to "meet" each other in a different way. Children seem to realise that the music they make (which might not sound conventionally tuneful to us) makes sense to them. They negotiate, haggle, share, settle down and play, forming and re-forming relationships as they do so. We've observed intense play which seems to exclude the rest of the world. This is encouraged by a den but also the immediate sonic landscape of the log drum which is small, local, intense and vibrant.

The EYFS states that we could "provide a range of environments varying levels of exposure – such as dens". Dens do seem to be a short-cut way of focussing on relationships in a personal and relevant way. Indeed, during musical play, children seem ready to share a lot of information which takes us into the realms of music therapy. This is a surprising part of the ChIMP Champs project. We anticipated promoting learning and progressive child development, just as the EYFS prescribes. We are achieving that and in addition, we're

occasionally becoming unintentional confidantes. Music seems to get to the heart of what matters to children and the ChIMP Champs team are careful to treat what the children share with us carefully, respectfully and professionally.

The EYFS says, musically, we could:

- Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks.
- Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.
- Make available a range of music that captures different moods
- Respond to and build on babies' expressions, actions, and gestures. Babies will repeat actions that get a positive response from you.
- Use calming processes such as rocking or hugging.

What you're doing:

- Children cooperate and share.
- Musical play in group in a den.
- However the instrument is played is right - encouragement and praise!
- Lots of different instruments
- Play music to match the mood.
- Building relationship between peers or adult/child.
- Massage to different types of music.
- Enclosed space. Various sensory equipment, music, etc.
- Team work
- Turn taking, Sharing.
- Peer role models to inspire.
- Children feedback constructively to their peers
- Creativity.
- Respecting and learning to accept other children's choices.
- Talking and expressing – feelings towards paint while using music and movement; stomping etc.

## Communication and Language: (includes Listening and attention, Understanding, Speaking)

This is a very "chunky" area of the EYFS and music's role in these important areas is acknowledged. In the ChIMP Champs project, we've depended on setting up the environment which facilitates relationships and allowed them to happen. The listening and talking and understanding between children seems to "just happen" in very much the same way that play "just happens". We have video evidence of extensive talking and negotiating between children during musical play, particularly amongst boys and we would like to examine this further as the project progresses.

The EYFS says, musically, we could:

- 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.
- Ask parents to record regional variations of songs and rhymes.
- Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.
- Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourites from their home languages
- Share stories, songs and rhymes from all cultures and in babies' home languages.
- Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.
- 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'.
- 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".
- Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.
- Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.

What you're doing:

- Encouraging language through songs – hello and goodbye songs
- Practitioners can role play, model, lead, or the children can lead.
- Children with EAL – this is an inclusive practice.
- Children can describe and display emotions through this.
- Rhyming.
- Turn taking.
- Children lead songs
- Stories into songs/rhythmic
- Talking and expressing – feelings towards paint while using music and movement; stomping etc.

### Physical Development: (includes Moving and handling)

The ChIMP Champs project has gathered some captivating footage of a boy playing on the log drum with two beaters. This is highly vigorous play. His whole body bounces up and down as he strikes the drum. After a few double notes he dashes off around the garden in a circle before returning to the drum for another invigorating "fix". This continues for several minutes.

The log drum is notable in how it can take robust play. Occasionally, we have used a "hard stare" or a quick suck through the teeth to regulate the intensity of the play but usually, the

children regulate the play themselves. Children don't need to practice playing quietly, loudly, fast or slow. They can do that perfectly well. They do enjoy – playing.

The EYFS says, musically, we could:

- Play games, such as offering a small toy and taking it again to rattle, or sail through the air.
- Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.
- Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross.
- Help children use their bodies to explore shape, through touching, seeing and feeling shape in art, music and dance.
- Provide resources that move or make a noise when touched to stimulate babies to reach out with their arms and legs.
- Use music to stimulate exploration with rhythmic movements.
- Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.

What you're doing:

- Outside music – children found objects – adapting objects – special awareness using objects safely – coordination – exercise – body awareness – put out objects to find/use. Adults join in alongside them.
- Whole body music e.g. stamping, clapping etc.
- Action for songs to aid gross/fine motor skills.
- Use CD music or adult play instruments and children respond by using whole body movements.
- Explore large objects, e.g. bin lids, crates, sweeping brush handles, etc.
- The use of ribbons for children to express themselves through music – a CD or other children making their own music.
- Routine songs for self-care – wash your dirty hands.
- 'Drama' sessions – moving to music.

## Literacy: (includes Reading)

Literacy was never an objective of the ChIMP Champs project but all of the music practitioners have, after forming a relationship during musical play, have been invited to read a book or six in the reading corner. So whilst child-initiated musical play is not about reading, it does seem to form relationships conducive to sharing experiences such as reading.

The EYFS says, musically, we could:

- Use finger play, rhymes and familiar songs from home to support young babies' enjoyment.
- Provide CDs of rhymes, stories, sounds and spoken words.
- Provide some simple poetry, song, fiction and non-fiction books.

What you're doing:

- Instruments to support story telling.
- Story telling e.g. little red hen rap.
- CD of Jolly Phonics Songs as a kinaesthetic aid to learning sounds. Children do actions/sing songs/read grapheme
- Songs
- Listen to a piece of instrumental music and make up a story or other response.
- Expression through different media e.g. voice/instruments.
- Re-telling story patterns in language,
- Using rhythm to discover patterns in words and rhyme e.g. beat out syllables in word.
- Planning time to include various music strategies.
- Using letter sounds.
- Changing voice – different tones/pitch!
- Plan, promote and engage in above activities.

## Mathematics: (includes numbers, space shape and measure)

The ChiMP Champs team is seeing counting emerge as part of musical play. On the log drum so far, we've observed boys playing and initiating rhythmic songs which are usually about numbers (based, for example, loosely on 1,2,3,4,5 once I caught a fish alive) or on the alphabet and sounding a bit like Jackson 5. Whether it is the monotonous rhythm that puts them in mind of counting, or whether counting puts them in mind of a steady beat, we may never know.

The EYFS says, musically, we could:

- 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.
- Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds'.
- Use pictures and objects to illustrate counting songs,
- Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens.
- As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?'
- 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.
- Provide props for children to act out counting songs
- Collect number rhymes which are repetitive and are related to children's actions and experiences, for example, 'Peter Hammers with One Hammer'.
- Help children use their bodies to explore shape, through touching, seeing and feeling shape in art, music and dance.

What you're doing:

- Counting Rhymes
- Ordering numbers
- Shapes of instruments
- Body percussion
- Sequencing
- Addition and subtraction
- One to one correspondence
- Listen to and count the drops of objects.
- Spatial awareness – with ring games – using the tent/den.
- Feeling the beats to music – e.g. waltz has 3 beats per bar.

Resources:

- CD player
- Pots and pans
- Finger puppets
- Objects to match rhyme

## Understanding the world: (includes People and communities and Technology)

A visiting musician is a brilliant way of learning about people and communities. We know that you occasionally have visiting musicians. When they visit, encourage them to sing or play their instrument but also give them some direction. Ask them to play a variety of tunes, preferably without music. Ask them to prepare something rousing and something calming and maybe something the children will know.

Technology is vastly underused and is limited to certain PC programmes and CDs. No one seems to use iPad apps or YouTube preselected videos. We discussed using [www.zamzar.com](http://www.zamzar.com) as a way of pre-downloading YouTube videos for embedding in PowerPoint or for storing video on a computer for showing to children later. YouTube is a fantastic resource for learning about people and communities.

The EYFS says, musically, we could:

- Help children to learn each other's names, e.g. through songs and rhymes.

- Support children in exploring the control technology of toys, e.g. toy electronic keyboard.

What you're doing:

- Hello songs featuring names
- Individual performances of songs

## Expressive Arts and Design: includes Exploring and using media and materials, Being imaginative

Being imaginative is something that we expect children to excel at. During musical play we've observed extreme imaginative episodes. The Hapi drum has become a receptacle for Polar Bear soup and has become, on two separate occasions a communal fire around which children talked, played music or ate pretend marshmallows. Children have played the drums expressively and in original ways. They fully explore sounds using innovative beater techniques. They cooperate to produce a group sound and they often create their own songs to accompany their playing.

The EYFS says, musically, we could:

- Encourage babies to join in tapping and clapping along to simple rhythms.
- Notice the different ways babies move in response to sounds, e.g. patting the floor when on their tummy, flexing and relaxing their legs, or opening and closing their palms.
- 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 soft, fast and slow
- Accept wholeheartedly young children's creations and help them to see them as something unique and valuable.
- Listen with children to a variety of sounds, talking about favourite sounds, songs and music.
- 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.
- Have a range of puppets that can glide along the table, or dance around on the end of a fist in time to some lively music.
- 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.
- Introduce children to a wide range of music, painting and sculpture, poems, music, dance and story.

What you're doing:

- Craft activities whilst listening to music . . . classical music whilst painting (as we do in do-re-mi)
- Practitioners are the best resource . . . modelling behaviour.
- Dancing/moving to music.
- Dancing/moving with painty feet and bodies to music – adults provide materials, join in and model.
- Using stories with sound.
- Puppets playing instruments.

END