

Expressive Art and Design - Two Year Old's

Overview - Music

The development of children's musical awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with music, enabling them to explore and play with a wide range of instruments/musical objects. 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 their music. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Exploring and Developing Ideas

I can create music of my own (an idea) from experience/observations.
 I can create my own instrument and enjoy using it to make sounds.
 I can create my own music with enjoyment and a growing awareness of rhythm.
 I can persevere (with help) to finish my musical idea.

Evaluating and Developing Work

I can talk about music in our class floor book.
 I am proud to share my music with others and like to perform to my friends/teachers.

Vocabulary

sounds, hear, listen, loud, quiet, fast, slow, high, low

Instruments

Egg shakers, drums, bells, tambourines, xylophones and guiros.



Musical Listening



I will turn my head towards sounds.

I will be a proficient listener and can be sensitive to the smallest changes in music.

I will listen attentively when sung to and can anticipate phrases and actions of familiar rhymes/songs, eg round and round the garden.

I will respond emotionally to live or recorded music

I will enjoy play-songs eg, peepo songs, lap songs.

Vocalising and singing



I will vocalise through crying, this contains many aspects of singing - eg high/low (**pitch**), patterns of sound (**rhythm**), and phrasing.

I will imitate the **melodic shape** (moving melody, eg up and down, down & up) of a caregiver's voice.

I will vocalise using vowel-like sounds, eg cooing, squealing, playing with pitch and different types of sounds (**timbre**).

I will vocalise using syllable-like sounds, eg babbling, playing with **pitch, timbre and rhythm**

Moving and dancing to music



I will move my head towards sounds.

I will respond physically to music (live or recorded), eg facial expressions, mouth movements, moving arms or legs, bouncing, shuffling, often moving to the pulse of the music.

I enjoy finger rhymes and songs that involve touch.

I enjoy being tapped gently to the pulse of music (live or recorded).

I enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.

Exploring and playing music



I will explore the environment around me through sound exploration eg tapping surfaces, shaking objects, tapping drums, scratching drums, pressing buttons on musical toys.

I will shake instruments with one hand and in both hands simultaneously

I will respond to "my turn, your turn" games during one-to-one moments with instruments.

I will hold small instruments in each hand and bring them together to tap.

<p>I will associate music with routines I will express musical preferences; including songs, instruments and recorded music.</p> <p>I will associates music with multimedia (eg TV programmes, apps, adverts, toys).</p> <p>I will control my listening choices eg selects songs from electronic resources, chooses instruments.</p> <p>I will indicates which recorded music I want to listen to.</p> <p>I will respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).</p> <p>I will gesture to indicate what songs and music he or she would like to hear, eg points to the art work of an album or circles his or her hands around one another to gesture for "Roly Poly" to be sung.</p> <p>I will express my musical preferences and often have firm favourites (live & recorded).</p> <p>I will anticipates changes in familiar music eg recognises and remembers when music is going to get louder, quieter or stop.</p>	<p>I will vocalise whilst listening to familiar music, eg join in with the music I am listening to.</p> <p>I will make utterances and vocalise snippets of songs.</p> <p>I will vocalise whilst moving, including long non-syllabic sounds eg "aaaaah" and syllable sounds eg "da, da".</p> <p>I will vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p> <p>I will creates sound effects of animals, eg "baa baa", roaring.</p> <p>I will anticipate & sings certain words in songs.</p> <p>I will joins in with action songs by singing some words and creating some or all actions.</p> <p>I will vocalises whilst moving, sings phrases of songs whilst moving.</p> <p>Vocalises and sings whilst playing with instruments.</p> <p>I will create sound effects for toys in my pretend play, eg creates the sounds of a train, car, animals.</p>	<p>I make gestures to indicate what songs and music I would like to hear, eg opens and closes hands to communicate a desire to hear "Twinkle, Twinkle".</p> <p>I will clap my hands.</p> <p>I will join in physically with action songs.</p> <p>I will move whilst singing.</p> <p>I will move whilst listening to music and can often feel and move to the pulse.</p> <p>I moves toys/objects/materials with the sound effects they create to accompany the movement, eg moves a car and creates the sound effects such as "brrrrm" to accompany the movement, paints whilst moving to music, play with foam whilst moving with music.</p> <p>I will physically interprets different genres of music and move and express myself differently to different genres.</p> <p>I enjoy dancing to music.</p> <p>I will move whilst playing instruments.</p> <p>I will move in response to rhythms heard or played on instruments eg a drum. This could be small movements eg moving fingers in response to sounds or large movements such as jumping.</p>	<p>I will hold a beater in each hand and taps them eg taps the beaters on drums, chime bars.</p> <p>I will plays instruments rhythmically and repetitively.</p> <p>I will play with both hands simultaneously and alternately whilst using beaters.</p> <p>I will use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally.</p> <p>I will creates my own patterns in music making.</p> <p>I will experiment with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</p> <p>I will show control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.</p>
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I will describes music, eg "scary music, angry music, happy music".

I will identify specific sounds in the environment eg sounds of cars, running water.