

Music and Movement

This starts with involving children with action songs and nursery rhymes, children are encouraged to actively participate in being a 'Little Bunny', or "Winding the Bobbin Up". Children experience different rhythms and have access to a range of music on the CD player and on musical instruments. They learn loud and soft, high and low etc.

Children participate in adult led music sessions, where they are encouraged to warm up their body and their voice before starting to use the musical instruments or to join in with the activities offered during this session. Time is spent on how to play the instrument correctly and how to get the best sound from their choice of drums, shaker etc.

We always have an indoor space available for Development Movement Play (the Hive), where children can develop movement, and develop through movement. Developmental Movement Play (DMP) allows for crawling, rolling, pulling and pushing, going in, over and under things, and experimenting with the body in space (and as many other movements as the children can imagine). We encourage children to move freely and to become more aware of their bodies: instead of saying "no running indoors", we support children in moving safely and considerately without losing the joy of being three and wishing to skip to the door and out into the garden.

Music, movement and dance as a context for development and learning in the EYFS

Music, movement and dance supports **children's personal, social and emotional development** by providing opportunities to explore and respond to the environment and music, sometimes individually but often with others. In Developmental Movement Play, children can develop confidence in their movements and physical abilities, enjoying challenge and learning how to stay safe. DMP and dance also require increasing attention and concentration, sometimes with periods of watching and listening.

Music, movement and dance also help children's developing **communication, language and literacy** as they vocalise, make sounds, talk about what they are doing and collaborate with others. Children will sometimes negotiate and talk about their ideas. They may move and dance in response to favourite rhymes and songs, following rhythms and action-words. During reflective times, they may talk about what they have been doing, expressing and elaborating their ideas.

Children can develop their **problem-solving, reasoning and numeracy** by exploring space as they move, having first-hand experiences of being inside, on top, underneath etc. Action rhymes and dances can involve counting and responding to concepts of large and small, fitting-in or being too big.

Children can increase their **knowledge and understanding of the world**, exploring materials (e.g. the elastic cloth in DMP) and using their whole body to explore the world from different perspectives.

Their **physical development** is enhanced with opportunities to develop large and small motor skills, gradually moving in ways which are more controlled, including stopping and starting, balancing and holding positions, going backwards and forwards, jumping on and off. Children gain skills in negotiating space and objects, moving spontaneously and in response to music. They can move freely with pleasure in a range of ways, including slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Movement can express feelings and represent ideas to support **creative development** as children enjoy moving and exploring spaces and their bodies, sometimes imitating actions in sequences and sometimes expressing themselves freely. Children might talk about their intentions and describe their movements. They can move in response to music and rhythms and show their preferences. Children might introduce a storyline or ideas into their movement and dance, and might move co-operatively, freely or in a structured context (e.g. a ring game or action song).