interactive
music-making
working with the under 5s

Setting the standards for learning, development and care for children from birth to five

Department for Education

Statuary Framework for the Early Years Foundation Stage

Overarching Principles



Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.



Children learn to be strong and independent through **positive relationships**.



Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.



Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

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Areas of Learning and Development

> "How can it be the case in England, one of the richest countries in the world with our long history of being a brainy country, that only **52%** of children can have a good level of development?
>
> *Sir Michael Marmot, director of the University College London's Institute of Health Equity*

Of the seven areas of learning and development identified by the Department for Education, **three** were recognised to be particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

"We had a young child who had no words, literally. By her second IMM session she was using words and she'd made significant progress (in speaking) after 4 weeks"

"There was a little Vietnamese girl who was very shy, she couldn't speak English ... and then there she was outside, singing Wheels on the Bus ... It was a real turning point, her mother was in tears."

1) Communication and language

"One child had cerebral palsy, he had a tightly clenched arm and hand. Over time he relaxed with the music and started to reach out, using his hand to feel the chimes."

"I had a very active 2 year-old who preferred to run than sit! I joined him 'running' using the beat of the music to mimic his actions ... All activities were active first and then we encouraged him to slow down with the music."

2) Physical development

"There's one child we work with who has downs syndrome, who loves IMM - as soon as I get the instruments out, he immediately pays attention, comes and waits for me ... it's an amazing tool."

"I worked with one little girl who had social issues ... she was very introverted and not getting any support. She really grew in confidence. Now she'll come and find me and ask to do music."

3) Personal, social and emotional development

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Early Learning Goals

Communication and language

- Listening, attention and understanding
- Speaking

Small group working
Following instructions
Listening to others' music-making
Listening to own music-making
Hearing different sounds
Producing different sounds
Singing & vocalising
Watching within musical activities
Waiting within musical activities
Turn-taking
Copying others
Self-expression

Physical development

- Gross motor skills
- Fine motor skills

Holding and manipulating instruments of different sizes
Holding and using one or two beaters
Clapping
Dancing
Swapping places
Strong movements for louder sounds
Controlled movements for quieter sounds
Care of the musical instruments

Personal, social and emotional development

- Self-regulation
- Managing self
- Building relationships

Leading activities
Influencing the music of others (conducting)
Following instructions
Impulse control
Channelling energy
Co-operative play
Copying others
Showing and recognising feelings
Forming positive relationships
Self-expression (verbal & non-verbal)