

Big Idea: Music Makers

What is behind all the noise?

Babies and young children have a fascination for sound and respond to music very early on. Babies will babble musically which sounds like they are singing and when developmentally ready will bang or tap on things like a beat and rhythm. Music can be used to support a child's emotion, with slow quiet music helping to sooth an upset child. Closely linked to music is movement. Both music and movement help to connect neural pathways in the developing brain.

When your baby or young child makes a musical noise it is great to copy the noise which promotes non-verbal interactions and builds knowledge of taking turns.

Language examples to use and share includes:

Music – beat, rhythm, tempo, fast, slow, getting louder, getting quieter, ensemble, band, names of different instruments.

Fine/Gross Motor Development – grasp, hold, shake, move, dance, wiggle, bang

Literacy – using words like 'my turn', 'your turn', words to songs that can be sung to the music being created, words used to describe how the music makes you feel (happy, sad, excited).

Musical instruments can be used but can also be created at home using everyday items such as pots, pans, spoons (metal and wooden), saucepan lids, empty bottles (with secure lids) with different items inside such as rice, pasta, water or beads. Using your hands to pat a beat on the table is also a way of creating music.

As a family you may like to create you own band using instruments you have created.

Early Years Learning Framework Outcomes:

OUTCOME 4: Children are confident and involved learners:

4.1 Children develop dispositions for learning such as curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating

4.3 Children transfer and adapt what they have learned from one context to another

OUTCOME 5: Children are effective communicators:

5.1 Children interact verbally and non-verbally with others for a range of purposes