



Long Term Continuous Provision Plan: Outdoor Music Area

Enabling Environments: <i>what adults could provide</i>	Positive Relationships: <i>what adults could do</i>	Characteristics of Effective Learning
<ul style="list-style-type: none"> • A variety of homemade, shop bought and natural material based musical instruments and sound makers. • Create stage for singing and performances. • Support for those who need it. • Provide a range of instruments • Make instruments and equipment easily accessible at child height, to ensure everybody can make choices. • Give time for children to pursue their learning without interruption to complete activities to their satisfaction and to return to activities. • Provide activities that give children the opportunity and motivation to practise and manipulate skills. 	<ul style="list-style-type: none"> • Plan for and provide a range of provision. • Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. • Model use of instruments and equipment. • Encourage appropriate behaviour/use of area. • Use appropriate language and questioning. • Use open-ended questions to promote sustained shared thinking. • Recognise that children's interest may last for short or long periods and that their interest and preferences may vary. • Teach children to use and care for instruments and equipment and then trust them to do so independently. • Teach children the skills they need to use equipment safely. • Introduce vocabulary to enable children to talk about their observations and experiences. • Encourage children to notice changes in sounds and rhythms. • Talk about what is happening, helping them to think of cause and effect. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Instrument names - drum, tambourine, maraca, bells, • Loud, quiet, soft, hard, fast, slow, beat. • Rhythm, rhyme. • Listen, copy. • Feelings vocabulary - happy, sad, excited etc. • Shake, tap, scrape, bang, blow, hard, soft, gentle etc. • Can you make a quiet/ loud/ soft/ booming noise? • What can you hear? • How does this make you feel? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Maintaining focus on their activities for a period of time • Not easily distracted • Persisting with activity when challenges occur • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things

Outdoor Music Area Observations

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> ● Can explore the sounds of different instruments ● knows a range of songs and dances ● Begins to make up their own songs 	<ul style="list-style-type: none"> ● Can take turns with other children ● Talk about music and express their feelings about songs, music and dance ● Uses technology for a purpose ● Can make instruments sound louder/quieter ● Sing songs and make music as part of a group 	<ul style="list-style-type: none"> ● Listen to other children's thoughts and ideas ● Handles instruments with good control and with care ● Sings songs, dances and experiments with ways of changing them. ● Perform songs and rhymes to and with their peers.