

# Continuous and Enhanced Provision Ideas

## For 3–7 Year Olds

Nurseries and schools can build on the directed learning in their curriculum music lessons through continuous provision. The following three activities will facilitate pupils to consolidate and deepen learning from the Units of Work in the Scheme. It will also support learning outside music, such as dexterity for mark making.

*“Continuous provision should continue the provision for learning in the absence of an adult rather than just support low-level engagement.”*

Best practice in the early years; Bryce-Clegg 2015

Prompts may be needed to support learning, rather than low-level engagement, and to encourage pupils to use the resources to achieve the particular aims of the activities below.

### Activities and Aims

- Activity:** Free playing of instruments to explore their different sounds (timbres) and volumes (dynamics).  
**Aim:** To develop knowledge of instruments and their sounds; how to play the instruments (they may not have had an opportunity in their music lesson to play all of the instruments); develop fine and gross motor skills which will support mark making.
- Activity:** Improvising or composing either individually or in small groups. This could be free or partially directed through prompts such as pictures - ‘create music for this character’ or ‘create music for this picture’ or ‘create music for this mood’.  
**Aim:** Exploration of sounds to create/match to moods and characters. An ability to develop and organise sounds to compose music as an extension from class music lessons. Class composition is a more directed activity within the structure of a song, whereas this activity is freely creative. An opportunity to develop imaginative and expressive play through music.
- Activity:** Listening to a variety of music with prompts for thinking and questioning.  
**Aim:** Develop listening and responding skills individually as an extension from whole-class music lessons. Older pupils can also consolidate and extend their music vocabulary through the prompts.

### Resources

- A range of percussion instruments with different sounds (timbres) and methods of playing (eg shaking - maracas, hitting - drums).
- A listening device set up with a small listening selection (or one which is changed regularly). This could be an iPod or iPad or computer with Charanga Musical School set up with earphones. It would be best to set up a ‘Student Group’ and select which listening you want to provide; this can be edited regularly. This enables very easy access to listening for young pupils. Below is a guide for setting up a Student Group.  
<https://charanga.com/cmp/help/my-workspace/creating-a-student-group>

3. Prompts for accompanying the listening. Depending on the pupil age and desired learning objective these could be a picture, a descriptive word already familiar to the pupils or a music vocabulary word to extend knowledge of music terms.

## **Vocabulary**

- The names of the instruments (maracas, tambour, claves, etc).
- The names of the sounds of instruments (ring, bang, ting, etc).
- Symbols for dynamic ranges taken from 'Key word' document under the Scheme for older pupils (p = softly; f = loudly).
- Words used for listening (loud, quiet, fast, slow, happy, sad, etc).

## **Physical Development**

- Holding and playing the instruments to create quality sounds (timbres).
- Gross and fine motor skills depending on the instruments available.

## **Personal, Social and Emotional Development**

- Collaborating and taking turns with the different activities.
- Working together particularly for improvisation and composition.

## **Music Within Expressive Arts Development**

- Exploring different sounds (timbres) and textures of the instruments played together.
- Manipulating the instruments to create and achieve a specific planned outcome (improvisation and composition).

## **Range of Learning and Development**

- Information recall - specific vocabulary for instrument names and descriptors for listening.
- Independent enquiry, expression and imaginative development through composition and improvisation.
- Physical control and dexterity for playing the instruments.

## **Progression and Outcomes**

The musical skills being developed in these activities do not have neat and linear learning pathways. Charanga's Musical School Scheme enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept or skills through continuous or enhanced provision enables a more secure, deeper learning and mastery of musical skills. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral of learning. Mastery means both a deeper understanding of musical skills and concepts and learning something new.