# Experience, Embody, Listen, Focus, Respond, Express

## The Focus Areas Explained

Hullabaloo!

EY Reception Music Curriculum

## Experience

- Any one piece of music has the impactful ability to stir contrasting **emotions** within a people. You know how it is: a piece of music plays on the radio as you are driving. The person in the passenger seat reaches to switch it off, with mutterings of discontent, while you start singing along, joyfully! Similarly, the music that one child connects meaningfully with will differ to the next. You will clearly see this in their responses - it's a **personal experience**.
- By exposing children to a broad range of musical sounds / tonalities from across varied genres and cultures, the children can experience a huge wealth of **stimulating, emotional qualities found within music**, which is fundamental in aiding the development of **self-expression skills**.
- Unfortunately, by this age, many children's experiences of music have been greatly restricted (often to nursery rhymes / action songs / secondary music from family members using a radio / smart device).

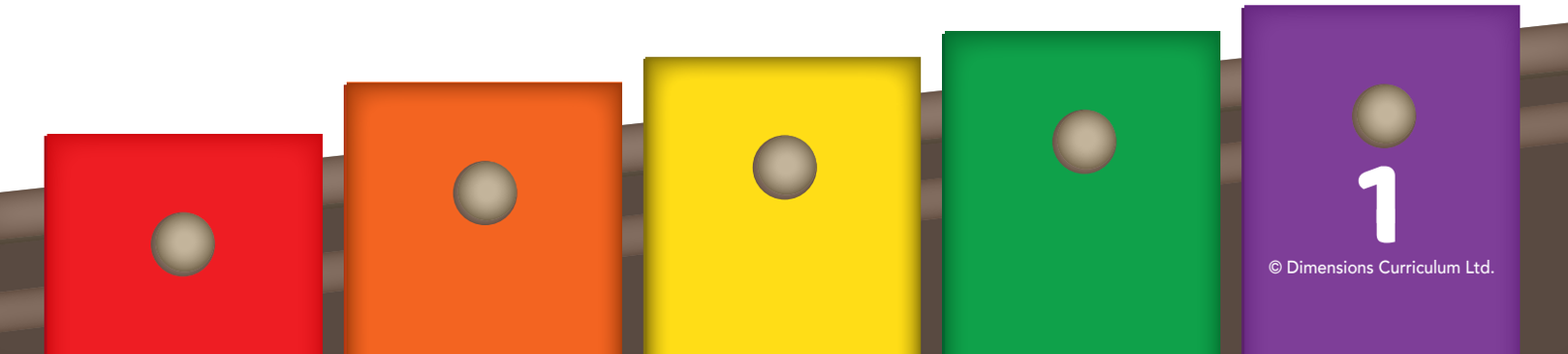
  By **extending**:
  - the scope of music and sounds heard
  - the forms of experiences (i.e. use of different senses)
  - the responses required

  the children will begin to demonstrate a growing awareness of music as a vast, thrilling, accessible, creative and expressive medium, which will be helpful in working towards the **goal of inspiring a lifelong love of music!**

## Embody

- Embodiment is to **feel the primal elements** of music within one's body. Examples include:
  - moving in time to a pulse when marching / dancing
  - beating an instrument to a repeated rhythmic motif
  - playing / moving in certain ways because the music makes one feel led to do so.

- When a child embodies the music, they will feel more **connected** to it which may aid increased motivation to engage actively and display prolonged sustained attention.
- To embody the character of the music / chants etc. (i.e. rhythm / beat / emotion conveyed / level of intensity / forward momentum) provides the creative opportunity for the child to **engage expressively with that sensation and explore those emotions**.





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## Listen

- Time spent in listening- focused music activities develops increasing **awareness of sounds and music heard** (i.e. processing, reflecting).
- This helps nurture prolonged sustained **attention skills** through repeated engagement in lesson activities, as well as engagement in a wide range of musical forms (i.e. instrumental play / actions / voicework / other creative forms of engagement).

## Focus

- It is important, in all aspects of learning, that children are able to use **concentration** to pinpoint specific elements / cues.
- In music, this involves specific listening / watching / feeling, which **precedes an output action** (i.e. where the child is required to respond / express themselves / use their memory).

## Respond

- A response is an **output** action of any kind in triggered by an input in the form of music, sound, cues or instructions.
    - **Responding to musical stimulus** (e.g. rhythm, dynamics) or other creative expression (e.g. images)
    - **Responding to given cues** (i.e. conducting / visual cues and resources)
    - **Responding in a range of ways**
        - sound making using instruments, vocalisations, objects in the environment, body percussion
        - actions and movements
        - drawing or creating

## Express

- An **output** action, in response to an input form of music / sound / creativity / cue
- Children should be **encouraged to use their own imagination**, rather than rely on the thoughts and ideas of those around them, to develop **personal forms of creative self-expression**:
  This will support a developing sense of autonomy, self-expression and support decision-making skills.
  A piece of music can provide a safe space for free expression, as it has a clear starting point and end point, excites the imagination and stimulates different neural pathways simultaneously. Therefore, as each child will experience and embody some music in a highly individual way, be sure to **acknowledge and validate their unique ideas as equally significant**.



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