



Learning in EYFS:

Music

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.



Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.



ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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EYFS End Points

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery:	Autumn All About Me and My Family Colours and Patterns	Spring Journeys The Changing World Around Me	Summer Amazing Animals Once Upon a Time
Reception:	Autumn All About Me and My Wonderful Body Tales from Long Ago	Spring People Who Help Us The World Around Me	Summer Amazing Animals Water

Expressive Arts and Design

Children experiment with making sounds (voice and percussion).
Children explore and experiment with untuned and body percussion.

Music Skills

Theme	Special People	Growth and Change	Going Places	Stories and Sounds	Moving Patterns
Music Focus	Beat and Tempo	Loud and Quiet	High and Low	Structure	Structure
Using Voice	Sing a song with actions Sing a call and response song	Singing loudly and quietly Adapt voice to the mood of a song Sing responses in a call and response song Use voices to get gradually louder and gradually quieter	Sing a song Say a rap with attention to rhythm Alter vocal pitch to reflect characters in a story / rap Sing a song with high and low pitch	Sing songs with rhyming CVC words / vowel sounds Vocalise repeated 'ee' sounds in a story Use voice to create different vocal sounds Join in with a chant / rap	Sing a variety of number songs (taking one away 2 by 2, cumulative counting, making train by adding 1, count up and down in 2s,) Copy a variety of vocal sounds
Using instruments / soundmakers	Play percussion instruments / soundmakers Play an instruments / soundmaker to a steady beat Play 'happy' / 'sad' music on instruments / soundmakers Play descriptive music on percussion instruments / soundmakers	Using instruments / soundmakers to make loud / quiet sounds Use instruments / soundmakers to create sound effects for a song Play instruments / soundmakers to reflect aspects of a story Play instruments / soundmakers getting gradually louder and gradually quieter	Create sound effects for actions / characters / different aspects in a song Play 'up' and 'down' a xylophone	Play the rhythm of different words Play descriptive sounds that fit the words in a song Accompany a song / rap	Play descriptive sounds to accompany a song Experiment with the different sounds instruments / soundmakers can make Accompany a song Play instruments to a steady beat
Listening and Following	Clap a steady beat Identify the mood of 'happy' music	Listen to, and comment on, sound effects in a story	Listen to, and comment on, different sounds effects in a story / song Follow high and low actions in a song Respond to a cue in a song Identify rhyme in a poem	Listen to different songs / stories / chants Join in with repeated 'echo' lines in a story Join in with actions to a song	Listen to different songs Act out the story of a song Copy vocal sounds from a leader Listen to, and comment on, a story



Creating	Interpret graphic symbols Create a music sequence using graphic symbols Play the sequence at different speeds Create a performance using voice, instrument and movement	Create movements appropriate to a theme	Create actions for a song / story Create high and low actions to fit a song	Complete lines in a song with own sound words Create an action to lead a verse in a song	Create actions / dance moves for songs Create own vocal sounds to match a chant
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Music Knowledge

Area of Music	Knowledge - Reception
Using Voice	<ul style="list-style-type: none"> • That there are different types of song • The difference between loud and quiet singing • What high and low pitch sounds like • How to use voice in different ways for different effects • The difference between singing and chanting
Using instruments / Soundmakers	<ul style="list-style-type: none"> • That different sounds can create different moods • What a steady beat sounds like • The difference between loud and soft • That instruments can be played in different ways to create different effects • How to play high and low pitched sounds on an instrument • How to create rhythm from simple words
Listening and following	<ul style="list-style-type: none"> • That there are different types of song** • That different sounds can create different moods** • That instruments can be played in different ways to create different effects ** • How to match movement / actions to music** • That music can have different moods • What sound effects are • What rhyme sounds like • What songs, stories and chants sound like • How to copy sounds from a leader
Creating	<ul style="list-style-type: none"> • That in music, graphic symbols relate to sound • How to match movement / actions to music • How to use simple words to make songs • That different sounds can create different moods** • That instruments can be played in different ways to create different effects ** • How to use voice in different ways for different effects**

Vocabulary

Music, Dance, Beat, Sing, Pretend, Loud , Quiet , Pulse, Rhythm , Story Tell, Imagine , Noisy , Fast , Slow

Key Questions – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.

<u>Describe</u>	<u>Why?</u>	<u>Wonder</u>
What is it like?	Why it happened?	What could we do next?
How does ____ sound?	Why did...?	I wonder if...?
How does it make you feel?	Why do you think...?	What if...?
Can you tell me about...?	Why do you think... is happening/happened?	What will happen if we...?
Can you tell me which...?	Can you tell me why...?	How can you make...?
Can you describe...?	Tell me why...?	How can you show...?
What's happening?		How could we find out if...?
		Can you find another way that will...?



What happens when you...?
Can you tell me what...?
How does that work?
What did you notice when you...?

Compare and contrast:
What is the same about...?
What is different...?
Which ones...?

Can you think of another way...?
How could we improve...?
Can you create/invent/design...?