

Learning in EYFS:

What Music Subject Leaders Need to Know

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:

- Expressive Arts and Design
- Communication and language
- Literacy
- Physical Development.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Music		
Nursery	Communication and Language	Sing a large repertoire of songs.
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	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	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	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	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.

Expressive Arts and Design Rationale

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

Autumn Expressive Arts and Design

<p>Nursery possible lines of enquiry:</p> <p>Beat and tempo</p> <ul style="list-style-type: none"> To sing echo songs and perform movements to a beat To create and perform actions and play instruments to a steady beat. To move, sing and play sounds at different speeds <p>High and low sounds</p> <ul style="list-style-type: none"> Perform using high and low vocal and instrumental sounds Sing high and low notes, and develop listening skills through matching movement to pitch. Sing songs that include stepping notes and leaps. 	<p>Reception possible lines of enquiry:</p> <ul style="list-style-type: none"> To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To recognise that different sounds can be long or short.
<p>Possible Resources:</p> <ul style="list-style-type: none"> Special People (Music Express Unit 1- PSE Focus) Going Places (Music Express Unit 2- C&L Focus) 	<p>Possible resources:</p> <ul style="list-style-type: none"> Exploring Sound (Kapow Unit 1) Celebration Music (Kapow Unit 2)

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.

Music Skills

<p>Listening and Evaluating</p> <p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Identifying and imitating sounds from a variety of music.</p> <p>Listening to music from a wide variety of cultures and historical periods</p>	<p>Creating Sound</p> <p>Singing short, rhythmic rhymes and songs.</p> <p>Using both speaking and singing voices.</p> <p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of making sound with everyday objects and instruments.</p> <p>Exploring different ways of holding a range of instruments.</p> <p>Starting to show a preference for a dominant hand when playing instruments.</p> <p>Using instruments expressively to music.</p> <p>Finding a comfortable static position when playing instruments or singing.</p>	<p>Improvising and Composing</p> <p>Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>Exploring and imitating sounds.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p>	<p>Performing</p> <p>Facing the audience when performing.</p> <p>Performing actively as part of a group.</p>
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Spring Expressive Arts and Design

<p>Nursery possible lines of enquiry:</p> <p>Structure</p> <ul style="list-style-type: none"> To chant and sing 'call and response' patterns To sing cumulative songs with actions. To use body percussion and instruments to accompany a song <p>Texture</p> <ul style="list-style-type: none"> To create and perform a variety of sound sequences 	<p>Reception possible lines of enquiry:</p> <ul style="list-style-type: none"> To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).
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<ul style="list-style-type: none"> To express feelings in music 	<ul style="list-style-type: none"> To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.'
Possible Resources: <ul style="list-style-type: none"> Moving Patterns (Music Express Unit 3- Mathematical focus) Working World (Music Express Unit 4- Understanding the World focus) 	Possible resources: <ul style="list-style-type: none"> Music and Movement (Kapow Unit 3) Transport (Kapow Unit 5)

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Music Skills

Listening and Evaluating Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.	Creating Sound Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Finding a comfortable static position when playing instruments or singing.	Improvising and Composing Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling	Performing Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention
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Summer Expressive Arts and Design

Nursery possible lines of enquiry: Loud and Quiet <ul style="list-style-type: none"> To sing songs with quiet and loud vocal effects To respond to music with body movements To explore loud and quiet instrumental sounds Timbre <ul style="list-style-type: none"> To recognise and explore how sounds can be made and changed To match body actions to playing instruments To create and perform expressive music 	Reception possible lines of enquiry: <ul style="list-style-type: none"> To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are. To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.
Possible Resources: <ul style="list-style-type: none"> Growth and Change (Music Express Unit 5- Physical Development focus) Our Senses (Music Express Unit 6- Creative Development focus) 	Possible Resources <ul style="list-style-type: none"> Musical Stories (Kapow Unit 4) Big Band (Kapow Unit 6)

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Music Skills

Listening and Evaluating Listening appropriately to someone leading a short musical phrase, song or rhyme.	Creating Sound Singing short, rhythmic rhymes and songs. Using both speaking and singing	Improvising and Composing Exploring and imitating sounds from their environment and in response to events in stories.	Performing Beginning to say what they liked about others' performances. Facing the audience when
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<p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p>	<p>voices.</p> <p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of making sound with everyday objects and instruments.</p> <p>Exploring different ways of holding a range of instruments.</p> <p>Starting to show a preference for a dominant hand when playing instruments.</p> <p>Using instruments expressively to music.</p> <p>Finding a comfortable static position when playing instruments or singing.</p>	<p>Exploring and imitating sounds.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p>	<p>performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Can children recognise changes in music? • Can children move in time to a pulse? • Can children learn songs and follow the melody? 			
<p>Areas of Continuous Provision Examples</p> <p>Indoors</p> <p><u>Creative</u> - painting and creating art to music.</p> <p><u>Music</u> - Playing instruments, singing the rhyme of the week, creating movements to music.</p> <p><u>Malleable/Playdoh</u> - creating playdough with stimulus of nursery rhymes or songs. Dough Disco.</p> <p><u>Water/ sand</u>- Singing songs e.g. 5 little ducks.</p> <p><u>Mark Making/Writing</u> - Mark making to music, pencils attached to bells,</p> <p><u>Reading</u> - Nursery rhyme and song books.</p> <p><u>Stage</u>- Performing on the stage, songs and movement to music.</p>			
<p>Vocabulary</p> <p>Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform</p>			