

Music in EYFS

The EYFS framework is structured differently to the Primary National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to demonstrate how the skills taught across EYFS feed into the Primary National Curriculum subjects and our Primary Foundation Curriculum at Key Stage 1.

Early Years Summary Objectives	Key Stage 1 Summary Objectives
<p>In Early Years, children experience music through a mixture of teacher led and provision-based activities. These include singing songs, dancing and exploring pulse, playing instruments and listening to a range of musical styles. This gives children the opportunity to express their creativity and emotions, as well as reaching a deeper level of musical understanding.</p>	<p>In Key Stage 1, the children learn to use their voices to sing expressively through learning songs and chants linked to their learning context ('topic'). They begin to develop an awareness of the different interrelated dimensions of music through listening to a range of live and recorded music and by exploring and playing tuned and untuned instruments, which includes contributing to group and class compositions.</p>

The table below outlines the 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, both of which provide the key concepts and foundational knowledge that is built upon within our Key Stage 1 programme of study for music.

Related statements for music are taken from the following areas of learning:

- **Communication and language**
- **Expressive arts and design**

Preparing for Music in the EYFS

Nursery	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Understand how to listen carefully and why listening is important.
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	Expressive arts and design	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • 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. 	
	Expressive arts and design	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, 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. 	
Early Learning Goals	Expressive arts and design	<i>Being Imaginative and Expressive</i>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.