

Learning and Teaching in the EYFS - What Music Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School, we aim to inspire children with a love of music through listening to a variety of genres and styles.

They will listen, explore and perform a wide range of music and develop their creativity through the universal language of music.

EYFS Intent: Children in the Early Years Foundation Stage will be given the opportunity to explore music through using instruments, singing and listening to music on a daily basis through child-initiated activities and continuous/enhanced provision. This will create a love of music and a confidence to perform and become critical listeners.

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 Birth to Three, 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 Skills Progression Map			
EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Birth to Three Year Olds Nursery 	Expressive Arts and Design: Exploring and using media and materials	• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'	1. Musicianship Children will play untuned instruments exploring elements of dynamics, tempo and pitch. 2. Composing Children will be able to experiment creating their own sounds with tuned and untuned percussion. 3. Listening Children will listen to a variety of songs and music either sang by the teachers or using ICT, such as CDs, DVDs, IWB or videos. Children will also listen to different songs and these will be taught through quality first teaching. 4. Singing They will learn and sing Nursery Rhymes and make movements to these, led by an adult. They will listen, explore and perform the songs that they have learnt as a small group e.g. Twinkle, twinkle, Wind the Bobbin' up, Incy Wincy Spider etc... Adults will use puppets and props to model making movements to the music.



Music Skills Progression Map

EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Three - Four Year Olds 	Expressive Arts and Design - Exploring Media and Materials	- 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.	1. Musicianship Children will play untuned instruments with a basic understanding of dynamics, tempo and pitch through listening and response. 2. Composing Children will be able to experiment creating their own sounds with tuned and untuned percussion, responding to stimuli including the piano being played for them. Children will perform and sing the songs and rhymes that they have been taught, as well as songs that they may have learnt at home. They will use a variety of musical instruments such as percussion instruments to perform different rhythms, beats, patterns. 3 Listening Children will be introduced to a wide range of music. They will listen to the music throughout child-initiated activities, taught focus sessions, and quality first teaching. They will listen to the adults singing different songs and Nursery Rhymes, as well as using different ICT resources such as CDs, DVDs, IWB and videos. 4. Singing Children will perform the songs and rhymes that they have been taught, as well as songs that they may have learnt from home. They will use a variety of instruments such as percussions instruments to perform different rhythms and beat. Children will recognise our rhyme picture cards and use them during free-flow activities. Copies of rhymes will be sent home (with YouTube links) for child and parent/carer to try at home. <i>I know and can sing familiar nursery rhymes.</i> <i>I can explore instruments and enjoy making different sounds.</i>
	Physical Development: Gross Motor Skills	Use large-muscle movements to wave flags and streamers, paint and make marks.	
	Communication and Language	Sing a large repertoire of songs	
Reception 	Expressive Arts and Design - Exploring Media and Materials	- 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. - Watch and talk about dance and performance art, expressing their feelings and responses. - 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.	1. Musicianship Children will be able to explore a variety of tuned and untuned percussion, playing instruments with improving technique and attention to accompaniment. 2. Composing By using question and answer stimuli, children will begin to create their own rhythms and repetitive pitches as part of making their own compositions. 3. Listening Children will be taught pulse, rhythm and pitch. They will be given the opportunity to listen to a variety of music with artists. They also listen to a variety of styles of music such as reggae, rap, hip hop, rock, classical swing etc...as well as music from different cultures. 4. Singing Children will be given the opportunity to perform songs (often using actions), through singing, playing instruments and composing.

EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Reception 	Physical Development - Gross Motor Skills	Combine different movements with ease and fluency.	NB: Musical instruments will be used in a cross-curricular way e.g. Mathematics - counting beats; Communication & Language and Literacy - adding musical sound effects to stories; Understanding the World – finding out about musical instruments around the world, what they are made of, how they are played etc.
	Communication and Language Listening, Attention and Speaking	- Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.	
Early Learning Goals 	Expressive Arts and Design: Being Imaginative and Expressive	- 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.	I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The Characteristics of Effective Learning and Teaching

Playing and exploring Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Active Learning Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Creating and thinking critically Thinking: - Having their own ideas - Making links - Choosing ways to do things 
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