

## Learning in EYFS – Music

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2's National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in Music in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for Music.

The most relevant statements for Music are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Expressive Art and Design**

Prerequisite learning for Music		
Three and four year olds  (ref: Development Matters)	Literacy	<ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore how things work <b>for example how musical instruments work</b></li> </ul>
	Communication and Language	<ul style="list-style-type: none"> <li>• Pay attention more than one thing at one time, which can be difficult</li> <li>• Use a wider range of vocabulary</li> <li>• Sing a large repertoire of songs</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar <b>using a plank of wood as a guitar</b></li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make <b>making musical instruments</b></li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> <li>• Remember and sing entire songs</li> <li>• Sing the pitch of a tone sung by another person ('pitch match')</li> <li>• Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</li> <li>• Create their own songs or improvise a song around one they know</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them <b>making musical instruments</b></li> </ul>

	Physical Development	<ul style="list-style-type: none"> <li>• Use large- muscle movements to wave flags and streamers, paint and make marks <b>waving streamers, ribbons, scarfs to music</b></li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Listen carefully to rhymes and songs paying attention to how they sound</li> <li>• Learn rhymes, poems and songs</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways <b>the nativity</b></li> <li>• Describe what they see, hear and feel outside <b>nature sounds</b></li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and perform art, expressing their feelings and responses</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use their core muscles strength to achieve a good posture when witting at a table or sitting on the floor <b>good posture for good quality singing</b></li> </ul>
Early Learning Goals (EYFS Statutory Framework)	Communication and Language	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when read to and during whole class discussions and small group interaction</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Move energetically such as running, jumping, dancing, hopping, skipping and climbing <b>musical statues</b></li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used</li> <li>• Sing a range of well- known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others and (when appropriate) to move in time with the music</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <b>entering the music room and not touching instruments</b></li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show and ability to follow instructions involving several ideas or actions</li> <li>• Work and play cooperatively and take turns with others</li> </ul>