

Learning in EYFS: Music

This document demonstrates which statements from the Development Matters are prerequisite skills for Music within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for Music are taken from the following areas of learning:

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

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

Music		
Three and Four-Year-Olds	<i>Communication and Language</i>	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	<i>Physical Development</i>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	<i>Expressive Arts and Design</i>	<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	<i>Communication and Language</i>	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	<i>Physical Development</i>	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.

	<i>Expressive Arts and Design</i>	<ul style="list-style-type: none"> • 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.
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ELG	<i>Expressive Arts and Design</i>	<i>Being Imaginative and Expressive</i>	<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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Specific Teaching and Vocabulary in Early Years

- Children are taught a range of nursery rhymes. These are also linked with the children's 'I can' passports.
- Opportunities for music and dance are available throughout continuous provision, both indoors and outdoors.
- Musical instruments are used throughout various adult-led sessions as part of a cross curricular approach. For example, counting the beats in maths.
- Staff follow some short sessions for music on Oak Academy where appropriate. This links with the whole school Music long term plan.

Vocabulary

- Beat
- Instrument
- Music
- Loud
- Quite
- Soft

