

Music in EYFS

Music is part of the area of learning & development known as Expressive Arts & Design and within this the ELG: Being Imaginative & Expressive. There are four main aspects to musical learning and development - hearing & listening, vocalising & singing, moving & dancing & exploring & playing. These thread through all areas of learning and development. Music can be a way of exploring, communicating and responding to experience (C&L/UTW: PPC). Making music with others can be a social experience e.g. two or more children making music with pots, pans or traditional instruments (PSED/PD). This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings (C&L/PSED). All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human.

Development Matters	ELG Early Learning Goal	How this is achieved in EYFS	By the end of EYFS learners will know...
<p>Reception</p> <p>Expressive Arts & Design</p> <ul style="list-style-type: none"> ● Explore & engage in music making & dance, performing solo or in groups ● Listen attentively, move to & talk about music, expressing their feelings & responses ● Watch & talk about dance & performing art, expressing their feelings & responses ● Sing in a group or on their own, increasingly matching the pitch & following the melody 	<p>Expressive Arts & Design: Being Imaginative & Expressive</p> <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 	<p>General opportunities throughout the year:</p> <ul style="list-style-type: none"> -regular opportunities to sing rhymes & songs to build up a repertoire of familiar songs & rhymes -weekly opportunities to learn new songs related to themes -sing songs & rhymes from different cultures -use musical instruments in class -create movement to music e.g. move like jungle animals -sing & perform to the group/class -play movement & listening games -call & response songs -move in time/ appropriately to rhymes, songs, instruments & classical music -listen to & join in with stories & poems with repetitive refrains. -opportunities to perform in front of an audience of friends and family. -develop numeracy skills through rhythm. 	<ul style="list-style-type: none"> ● I know I can name some nursery rhymes ● I know by heart at least 10 nursery rhymes ● I know and join in with familiar songs ● I know how to clap the pulse (beat) ● I know how to play a selection of percussion instruments ● I know the name of a selection of percussion instruments ● I know instruments make different sounds ● I know pitch is how high or low a sound is ● I know that performance is sharing music with others ● I can talk about music I have heard ● I will be able to understand some basic music terminology (rhythm, beat, pulse, tempo...) ● I am able to talk about how the music makes me feel. ● I am able to give opinions about the music I hear.

Vocabulary: song, sing, pulse, high, low, clap, piano, forte, volume, repeat, rhythm, rhyme, copy, performance, perform, percussion, instrument, shake, beat, strike, scrape, names of a selection of percussion instruments