



Music in the Early Years – Expressive Arts and Design

Music is important in the Early Years Foundation Stage as it helps children's development in several areas. Signing songs and rhymes together is a great way to develop their communication and language skills in a fun and engaging way. Singing and dancing also helps children express their feelings and ideas, and share them with others, which reinforces positive relationships with adults and other children. Music activities are great for helping build children's confidence, encouraging them to interact with each other, and helping them to participate in group activities. Music is also excellent for their physical development. They learnt to move in a range of new ways as they dance in time with the music, or play musical instruments to a tune.

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 most relevant Development Matters music statements can be found in the following 3 areas of learning from the EYFS Statutory Framework:

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

The table below demonstrates how the skills taught across EYFS feed into the national curriculum.

Three and Four-Year-Olds	Expressive Art & Design	<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.
	Physical Development	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
	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.

Reception	Expressive Arts and Design	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • 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.
	Communication and language	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs.
ELG	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.

Transition from Reception to Year 1

Relevant Early Learning Goals	KSI National Curriculum Objectives
<p>Being Imaginative and 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music

What we learn in Music in EYFS.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Sing a large repertoire of songs.</p> <p>Listen with increased attention to sounds.</p>	<p>Provide a range of instruments and noisemakers for children to use to add sound effects to the story. Invite children to perform individually or as a group when retelling the story, provide masks and stage area for performance.</p> <p>Create tapping rhythms to accompany Handa and the animals. Children might use claves or wooden spoons and pots. In hall (musical instruments).</p> <p>Singing.</p>				
Reception	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Songs from around the world.</p>	<p>Singing, appraising and performing.</p>				