

Learning in EYFS:

What Music looks like at St Bridget's

Expressive arts and design educational programme

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Our curriculum is planned to include the following throughout the year to give the children as many opportunities as possible for children to develop their love of music and revise, revisit and practise skills taught over and over:

Specific music skills that we explore and give the children plenty of opportunities to develop are –

- Sing familiar rhymes and songs
 - Chanting a steady beat, how to make high / low sounds, make and control fast and slow sounds, loud and quiet, high and low.
 - Repeat patterns of sounds with increasing accuracy
 - Respond to music with increasing rhythm
 - Follow and imitate body movements eg clapping, tapping and body percussion.
 - Choose sounds and instruments for a particular purpose eg to accompany a chant or song
 - Select and choose their own instruments to represent and respond to stimuli eg weather, parts of a story.
 - Create own patterns using instruments
 - Name instruments frequently used in the classroom – tambourine, drum, glockenspiel, rain shaker, bells, triangles, cymbal.
 - Choose own music and instruments to enjoy on own or in a group
 - Express their feelings with regards to music what do they like / dislike and say why
- As well as daily stories, songs and rhymes and weekly music lessons children have plenty of opportunities to access music during discover and do time through enhancements during themes and children's interests' children and having free access to the following resources to develop their own skills –

Class instruments both in the classroom and outside, use of Wi-Fi to have music indoors and out, ribbons, pom poms, shakers etc to express their bodies freely to music or make music, actions and dance, workshop resources to create their own instruments.

Examples of music work are added weekly to our Expressive arts and design floor book for subject leads to look and see progression.

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

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| | Expressive Arts and Design | <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. |
| ELG | Expressive Arts and Design Being Imaginative and Expressive | <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. |

