

Musical skills in EYFS

In Nursery and Reception Music is not taught as a discrete subject and skills can be found in the Expressive Art and Design area of learning in the Early Years Statutory Framework 2021 and the Development Matters document 2021.

In Nursery, some musical skills will be developed alongside phonological awareness and will be incorporated into daily phonics, singing and rhyme time sessions teaching sessions. This will include, listening with increased attention and identifying sounds, discussion and experimenting with loud and quiet sounds, learning simple songs and Nursery rhymes. Children will be able to listen to songs and pieces of music and will be encouraged to express their feelings about what they have heard. In Nursery, children will have access to musical instruments on a daily basis and will be encouraged to play, share and perform music and songs from different cultures and periods of history. Nursery children will develop musical vocabulary such as slowly, quickly, high, low and loud and quiet when performing or listening to music. Sometimes their response to music will be encouraged to be explored physically through movement and dance.

In Reception, some musical skills will be developed in the daily poetry/rhyme/singing time timetabled in Reception. Music in Reception is very much intertwined with dance and movement. In Reception children will listen, move and talk about variety of music from different periods of history and different cultures, including traditional and folk music of the UK. Children will be encouraged to talk about the music they hear, and dance they see, including live performances, exploring language developed in Nursery and vocabulary choices will be extended appropriately by staff. Children will be given opportunities to sing in a group and perform, for example at our Christmas celebration for parents. Reception children should be able to follow the pitch and melody in songs and pieces of music. In Reception there will be a direct link between music and dance, and children will be encouraged to explore and engage in music making and dance, either solo, group or class. Children will have opportunities to develop and understand keeping a steady beat and rhythm by playing musical instruments, tapping out a rhythm or dancing. They will be encouraged to make their own music and sounds with home-made, instruments made from recycled materials or bought instruments. Children will explore using a specific sound to represent a movement or event. For example, a bang for a jump, or a rain maker for a rain shower, Children will also be encouraged to respond to music physically. For example, a sudden loud piece of music might result in children deciding to jump. Children will also be encouraged to explore current pop music and the dances connected to them, and copy these dances. Reception children will also be encouraged to create and choreograph their own dances to music they hear.

The ELG relevant to music is:
Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Key vocabulary includes: Song, rhyme, perform, slow, quick, high, low, loud, quiet, names of some simple percussion instruments, beat, silence, dance, rhythm, shake, beat, bang, tap, copy, echo.

- Words in blue indicate direct links with the Year 1 curriculum.
- Words in red indicate direct links with other Geography and non-Geography units throughout school.