



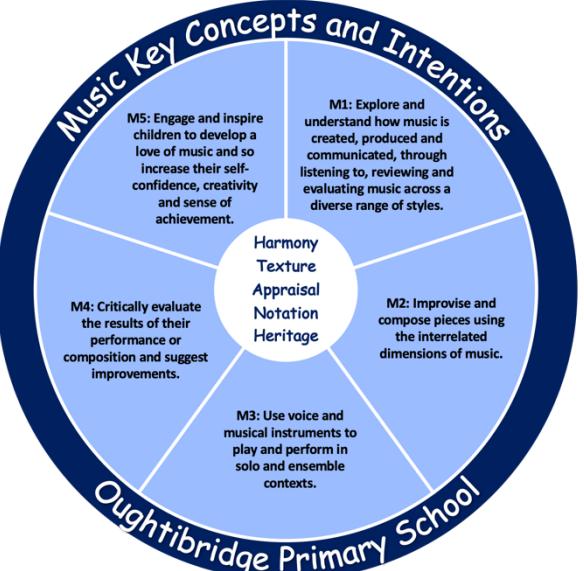
Music in Foundation Stage



The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document shows 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 Foundation Stage to match the programme of study for Music.

Areas of Learning and Development	Communication and Language	Three and Four Year Olds	Foundation Stage	Early Learning Goals
	Communication and Language	<ul style="list-style-type: none">Sing a large repertoire of songs.	<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">Use large-muscle movements to wave flags and streamers, paint and make marks.	<ul style="list-style-type: none">Combine different movements with ease and fluency.	
	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.	<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.	<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.

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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	<p>Harmony – How can we blend sounds together in pleasing ways?</p> <p>Texture – How can we vary tempo, melody and harmony to express ourselves musically?</p> <p>Appraisal – How can we evaluate the characteristics within music to enhance our understanding of music in the world around us?</p> <p>Notation – How can we develop our knowledge of musical notation to communicate our ideas to others?</p> <p>Heritage – How can we learn about different cultures and beliefs from the way they express themselves through music?</p>
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