

Music in EYFS

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 demonstrates which early years outcomes are prerequisite skills for music within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for music.

The most relevant early years outcomes for music are taken from the following areas of learning:

- Understanding the World
- Expressive Arts and Design

Music			
30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To sing a few familiar songs. • To imitate movement in response to music. • To tap out simple repeated rhythms. • To explore and learn how sounds can be changed.
		Being Imaginative	<ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To sing to self and make up simple songs. • To make up rhythms. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To begin to build a repertoire of songs and dances. • To explore the different sounds of instruments.
		Being Imaginative	<ul style="list-style-type: none"> • To create simple representations of events, people and objects.
ELG	Understanding the World	Technology	<ul style="list-style-type: none"> • To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Being Imaginative	<ul style="list-style-type: none"> • To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

In EYFS we use Charanga as the basis of our music planning. We also use musical instruments during music sessions and we learn songs related to our topics or stories in English.

In Continuous Provision the children have access to musical instruments to practise skills taught in class sessions.

We listen to a wide variety of music genre related to our topics and talk about how they make us feel/ imagine showing appreciation of music and sound.

Children are given opportunities to make their own musical instruments and to use those we have played in class, for example leaving the drums out after a music session for children to play. We have a variety of instruments available in Outdoor provision for children to perform on our stage.

We learn songs for our Christmas performance and children participate in a weekly singing assembly.