



EYFS – Nursery and Reception

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 geography 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 Birth to Three-Year-Olds, 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		
Birth to Three	Communication and Language	Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Enjoy singing, music and toys that make sound
	Physical Development	Clap and stamp to music.
	Expressive Arts and Design	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Three and Four Year-Olds	Communication and Language	Sing a large repertoire of songs.
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	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.



			<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Reception	Communication and Language		<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>
	Physical Development		<p>Combine different movements with ease and fluency.</p>
	Expressive Arts and Design		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or ingroups.</p>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Listening, Appraising & Responding		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Listening to a range of high quality live and recorded music</p> <ul style="list-style-type: none"> ● Recognising and understanding the difference between pulse and rhythm. ● Understanding that different types of sounds are called timbres. ● Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). ● Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. ● Describing the differences between two pieces of music. ● Expressing a basic opinion about music (like/dislike). ● Recognising timbre changes in music they listen to. ● Recognising structural features in music they listen to. ● Listening to and recognising instrumentation. ● Beginning to use musical vocabulary to describe music. ● Identifying melodies that move in steps. ● Identifying melodies that move in steps. <p>Listening with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> ● Listening to and repeating short, simple rhythmic patterns. ● Listening and responding to others performing by playing as part of a group. ● Listening to and repeating a short, simple melody by ear. ● Suggesting improvements to their own and others' work. 	<p>Listening to a range of high quality live and recorded music</p> <ul style="list-style-type: none"> ● Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Jazz) ● Understanding that music from different parts of the world, and different times, have different features. ● Recognising and explaining the changes within a piece of music using musical vocabulary. ● Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. ● Beginning to show an awareness of metre. ● Recognising and beginning to discuss changes within a piece of music. ● Identifying gradual dynamic and tempo changes within a piece of music. ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock & Roll) ● Identifying common features between different genres, styles and traditions of music. ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. ● Using musical vocabulary to discuss the purpose of a piece of music. <p>Listening with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> ● Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. ● Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Listening to a range of high quality live and recorded music</p> <ul style="list-style-type: none"> ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the developments of musical styles. ● Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop Art, film music). ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Identifying the way that features of a song can complement one another to create a coherent overall effect. ● Use musical vocabulary correctly when described and evaluation the features of a piece of music. ● Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. <p>Listening with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. ● Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Composing		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ● Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. ● Combining instrumental and vocal sounds within a given structure. ● Creating simple melodies using a few notes. ● Choosing dynamics, tempo and timbre for a piece of music. ● Creating a simple graphic score to represent a composition. ● Beginning to make improvements to their work as suggested by the teacher. ● Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. ● Successfully combining and layering several instrumental and vocal patterns within a given structure. ● Create simple melodies from 5 or more notes. ● Choosing appropriate dynamics, tempo and timbre for a piece of music. ● Using letter name and graphic notation to represent the details of their composition. ● Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> ● Composing a piece of music in a given style with voices and instruments (Indian, Classical, Jazz Swing). ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). ● Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. ● Suggesting and implementing improvements to their own work, using musical vocabulary. ● Composing a coherent piece of music in a given style with voices, bodies and instruments. ● Beginning to improvise musically within a given style. ● Developing melodies using rhythmic variation, transposition, inversion and looping. ● Creating a piece of music with at least four different layers and a clear structure. ● Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. ● Suggesting improvements to others' work, using musical vocabulary. 	<ul style="list-style-type: none"> ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (remix, colours, stories, drama). ● Improvising coherently within a given style. ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter related dimensions of music to add musical interest. ● Using staff notation to record rhythms and melodies. ● Selecting discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work. ● Improvising coherently and creatively within a given style, incorporating given features. ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. ● Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Recording own composition using appropriate forms of notation and/or technology. ● Constructively critique their own work and others' work, using musical vocabulary.

Performing		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ● Using their voices expressively to speak and chant. ● Singing short songs from memory maintaining the overall shape of the melody and keeping in time. ● Maintaining the pulse (play on the beat) using hands, and tuned and un-tuned instruments. ● Copying back short rhythmic and melodic phrases on percussion instruments. ● Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. ● Performing from graphic notation. ● Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). ● Singing short songs from memory, with melodic and rhythmic accuracy. ● Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse. ● Performing expressively using dynamics and timbre to alter sounds as appropriate. ● Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> ● Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. ● Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. ● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. ● Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. ● Playing syncopated rhythms with accuracy, control and fluency. ● Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. 	<ul style="list-style-type: none"> ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Performing with accuracy and fluency from graphic and simple staff notation. ● Playing a simple chord progression with accuracy and fluency. ● Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. ● Performing a solo or taking a leadership role within a performance. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Performing by following a conductor's cues and directions.