



EAD Music EYFS

| Expressive Arts and Design | Development Matters | Birth to 5 matters | How this achieved in EYFS | Sticky Knowledge: By the end of EYFS the children will know... |
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| | Nursery <ul style="list-style-type: none">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 | Nursery <ul style="list-style-type: none">Explores and learns how sounds and movements can be changedContinues to explore moving in a range of ways, e.g. mirroring, creating own movement patternsEnjoys joining in with moving, dancing and ring gamesSings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from homeTaps out simple repeated rhythmsDevelops an understanding of how to create and use sounds intentionally | General learning throughout the year <ul style="list-style-type: none">Fortnightly opportunities to learn new poetry (poetry basket done daily for 2 weeks)Singing songs and rhymes from a variety of genres and culturesBuild up a repertoire of nursery rhymes and familiar songs.Learn worship songs.Using musical instruments in the outside area and role play.Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather.Singing and performing to our friends and parentsPerforming the school nativity productionPlay movement and listening gamesModel how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.Listen to and join in with stories / poems with repetitive refrains.Move in time / appropriately to rhymes, songs, instruments and classical music.Call and response songs. | Knowledge: <ul style="list-style-type: none">I know and can name some nursery rhymes.I know 10 nursery rhymes by heart.I know and join in with familiar worship songs.I know how to clap the pulse (beat)I know how to play some percussion instruments correctly.I know the names of some percussion instruments.I know that instruments make different sounds.I know that pitch is how high or low a sound is.I know that performance is sharing music with others.I can create my own music.I can talk about music I have heard. |
| | Reception: <ul style="list-style-type: none">Explore and engage in music making and dance, performing solo or in groupsListen attentively, move to and talk about music, expressing their feelings and responses.Watch and talk about dance and performance art, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody. | Reception: <ul style="list-style-type: none">Begins to build a collection of songs and dancesMakes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | | Vocabulary: <ul style="list-style-type: none">Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas |
| | ELG: Being Imaginative <ul style="list-style-type: none">Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music | | | |