

Music in EYFS

Tell me about Music in EYFS ...

1) Concepts and skills

- What does the taught curriculum look like?

Children exploring, being aware of and interested in the world of music and sound.

- Children experience a range of high quality music. Eg. including learning and singing songs, listening and responding to different genres of music including classical.

Children can use appropriate vocabulary (see below) when discussing music.

- Children can express their opinions about music.
- Children can express themselves through music.
- Curriculum is taught through topics – one for each half term.

- What does the environmental curriculum look like?

- Explore and play with a wide range of instruments
- Listening stations with variety of music and opportunities to respond in different ways. Eg. through art, construction, mindful activities (like patterns ins and) etc.
- Opportunities to make sounds for different purposes. Eg. Making sounds for a dinosaur (Summer 2 topic) – what would be a good material/object to use?
Discussions around sound encouraging appropriate vocabulary.

2) Attitudes and dispositions_- How are the characteristics of effective learning developed through your subject?

Watching and listening with focus

Responding with purpose

Following directions

Waiting, sharing and taking turns

Forming and articulating opinions

Having fun with sound!

Engagement:

- Children have opportunities to show curiosity about music, and have the chance to explore their curiosities independently. Eg. Listening stations, using instruments independently and with others.

- Listening skills – listening and responding. Taking turns and listening to ideas /opinions of others.
- Opportunities to develop ‘can do’ attitude – I can express my opinions, I can try out my ideas to make sounds.
- Taking risks – experimenting with sounds

Motivation

- Linking learning to topics.
- Promoting enthusiasm for music – getting excited about different types of music. Sharing childrens’ preferences and value their contributions.

Thinking

- Having ideas and problem solving when creating own sounds.
- Developing ideas about music- how to respond to different pieces.

3) Vocabulary - What specific vocabulary is taught in preparation for the National Curriculum?

Vocabulary linking to dimensions:

- loud, quiet, getting louder, getting quieter (dynamics)
- fast, slow, getting faster, getting slower (tempo)
- high, low, higher, lower (pitch)
- variety of words describing sounds eg. Scraping, smooth, gentle, banging etc (timbre)