



Knowledge and skills in music: EYFS.

Content:	Knowledge and skills:	Vocabulary:
<p>Listening and responding.</p> <p>8 – 20 months <i>Moves whole bodies to sounds they enjoy such as music or a regular beat.</i> <i>Holds an object in each hand and brings them together in the middle.</i> <i>Enjoys finding own nose, eyes or tummy as part of naming games.</i></p> <p>16 – 26 months <i>Moves their whole body to sounds they enjoy such as music or a regular beat.</i> <i>Begins to move to music.</i></p>	<ul style="list-style-type: none"> ✓ <i>To be in the habit of listening, anticipating, concentrating, looking and focusing.</i> ✓ <i>To recognise the concepts of loud / quiet, fast / slow, high / low and happy / sad.</i> ✓ <i>To respond to music through appropriate movements.</i> <p>ELG: <i>Children listen attentively in a range of situations.</i></p>	<p>Loud (er, est) Quiet (er, est) Drum Tambourine Maracas Finger cymbals Wood blocks Claves Beat Fast (er, est) Slow (er, est) Ostinato Dance High (er, est)</p>

<p>Begins to listen to songs. Listens to and enjoys rhymes. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Interested in rhymes and may have favourites. Anticipates repeated sounds when an adult demonstrates an action several times. 22 - 36 months Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. fast/slow, loud/quiet). Has favourite stories, rhymes, songs, poems, jingles. 30 - 50 months Recognises rhythm in spoken words. Initiates movement in response to music. Enjoys joining in dancing and ring games.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They move confidently in a range of ways.</p> <p>They work as part of a group or class and understand and follow the rules. Children play co-operatively, taking turns with others.</p>	<p>Low (er, est) Perform Happy Sad Grumpy Smooth Jumpy Listen Silence Songs Rhymes Actions Shake Bang Tap</p>
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<p>Creates movement in response to music.</p> <p>40 - 60 months</p> <p>Maintains attention, concentrates and sits quietly during activity.</p> <p>Two channelled attention - can listen and do for a short span.</p> <p>Experiments with different ways of moving.</p>		
<p>Singing.</p> <p>16 - 26 months</p> <p>Begins to join in with rhymes and songs.</p> <p>22 - 36 months</p> <p>Joins in singing favourite songs.</p> <p>30 - 50 months</p> <p>Sings a few familiar songs.</p> <p>Sings to self and makes up simple songs.</p> <p>40 - 60 months</p>	<p>Knowledge and Skills:</p> <p>✓ <i>To be able to join in with a repertoire of songs and rhymes with a developing sense of pitch.</i></p> <p>ELG:</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	

<p>Begins to build a repertoire of songs and dances.</p>		
<p>Playing instruments. Explore and create.</p> <p>16 - 26 months Explores objects by shaking, hitting...</p> <p>22 - 36 months Creates sound by shaking, banging and tapping. Shows an interest in the way musical instruments sound.</p> <p>30 - 50 months Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>40 - 60 months</p>	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> ✓ <i>To be familiar with the sounds of a selection of percussion instruments.</i> ✓ <i>To be able to name a selection of percussion instruments.</i> ✓ <i>To be able to play a selection of percussion instruments with an increasing level of control and co-ordination.</i> ✓ <i>To stop in response to an action or command.</i> ✓ <i>To work within a rhythmic framework, keeping in time to a simple beat.</i> <p>ELG:</p>	

<p>Explores the different sounds of instruments.</p> <p>Handles tools and objects safely and with increasing control.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They handle equipment and tools effectively.</p> <p>They work as part of a group or class and understand and follow the rules.</p> <p>Children play co-operatively, taking turns with others.</p>	
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The Interrelated Dimensions of Music (Dimensions)

- Pulse - the regular heartbeat of the music; its steady beat.
- Rhythm - long and short sounds or patterns that happen over the pulse.
- Pitch - high and low sounds.
- Tempo - the speed of the music; fast or slow or in-between.
- Dynamics - how loud or quiet the music is.

- Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture - layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation - the link between sound and symbol.