



EYFS Music – Being Imaginative and Expressive

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3- & 4-year-olds	<ul style="list-style-type: none">• 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.• Create their own songs, or improvise a song around one they know• Play instruments with increasing control to express their feelings and ideas.
Reception	<ul style="list-style-type: none">• Listen 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.• Begin to move with the pulse of the music and respond to changes in speed and pitch.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups.
Early Learning Goal Being imaginative and expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher;• Sing a range of well-known nursery rhymes and songs;• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.