

How the EYFS Curriculum prepares children for Year 1

Music	Readiness for Year1 In EYFS, pupils learn about...	Year 1
Singing	Sing call-and-response songs, so that children can echo phrases of songs you sing. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others creatively. To sing the melodic shape exploring pitch (moving melody, such as up and down, down and up) of familiar songs.	Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. Sing so-mi songs and singing games with accurate pitch matching. Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Explore using the voice expressively and creatively.
Listening	Listen to music and make their own dances in response. Listen and appraise activities. I can talk about interrelated dimensions: pitch, pulse, rhythm, dynamics, tempo. Name some musical instruments and guess games related to these.	Listen to a range of recorded and live music express own opinion about the music. Recognise and respond to changes in dynamics, tempo and timbre. Name some common hand-held percussion instruments and recognise their sounds aurally.

Composing	Exploring sounds and how they can be changed, tapping out of simple rhythms. Clap along to a beat or clap back a rhythm. Play instruments with increasing control in front of others. Create simple rhythms with untuned instruments. Explore pitch through voice and glockenspiels. To play the pulse with an untuned instrument. Symbols used to create patterns in sounds such as instruments or for body percussion. Charanga games and interactive tasks used to explore sounds.	Improvise simple vocal chants, using question and answer phrases. Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. Explore and understand the difference between creating a rhythm pattern and a pitch pattern. Begin to create rhythms using words and phrases as a starting point. Recognise how graphic notation can represent created sounds and explore and invent own symbols. Use music technology (where available) to capture, change and combine sounds.
Musicianship and performing	Keep a beat in time. Move rhythmically. Participate in body percussion with adult support (rhythm patterns). Compare high and low sounds (inc. character speech). Sing familiar songs – changing pitch to explore sound change. Notation preparation – hands and feet symbols to clap and stomp in a pattern. Symbols of instruments displayed in an order to create a pattern.	Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Rhythm Copy short rhythm patterns led by the teacher using body percussion and instruments. Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound.

		Respond physically to high and low sounds. Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.) Reading Notation Follow graphic notations and symbols when playing and performing.
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