



Foundation Stage Music Subject Map

Early Learning Goals – Being Imaginative and Expressive

Children at the expected level of development will

- 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.

Educational Programme – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 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.

Skills are built across the two years of the Foundation Stage, gradually adding complexity and challenge in response to the children’s progress.

Key Skills	Autumn	Spring	Summer
<p>Pitch Pitch Matching- Copy H/M (soh-me) sounds vocally. Aural response-Follow changes in pitch vocally/with movement (soh-me) Knowledge (Application)- Knowledge of ascending/descending sounds. Explore lower/higher pitches through games.</p> <p>Rhythm Copying-Copy simple rhythmic patterns Structure- Form-Starting and stopping. Beginning and ending/repeating.</p>	<p>Daily informal singing opportunities, chants, songs and rhymes as part of instructions and play.</p> <p>Follow rhymes and patterns using voice and instruments.</p> <p>Copy simple rhythmic patterns.</p> <p>Develop knowledge of ascending and descending sounds.</p> <p>FS1/2 Singing rhymes and in key worker groups.</p>	<p>As Autumn plus</p> <p>Daily informal singing opportunities, chants, songs and rhymes as part of instructions and play.</p> <p>Join in with songs and rhymes</p> <p>FS1/2- Singing rhymes and singing in key worker groups.</p> <p>Music sessions Copying rhythms, loud and quiet sounds. Explore sound through movement.</p>	<p>As Autumn & Spring plus</p> <p>Daily informal singing opportunities, chants, songs and rhymes as part of instructions and play.</p> <p>FS1- Singing rhymes and singing in key worker groups</p> <p>FS2-Pitch- Aural response to register and through music sessions.</p>

<p>Playing and Performing with others Sing and play in unison. Call and response. Sing songs to parents and add simple instrumental accompaniments to well-known rhymes and songs.</p> <p>Dynamics Copy loud/quiet sounds. Create loud/quiet sounds Explore crescendo and diminuendo</p> <p>Duration Respond to long/short sounds in music through movement Copy long /short sounds Explore long/short vocal and instrumental sounds.</p> <p>Tempo Pace and Pulse-Respond to a steady beat through movement Respond to a changing pulse. Respond to visual prompts e.g. pictures Understand the terms fast and slow</p> <p>Texture Notice changes in sound and respond with movement.</p> <p>Timbre Begin to notice combinations of sound e.g. wood/metal/shaker/skin sounds.</p>	<p>FS1 singing and Nativity performance. Include actions to familiar songs.</p> <p>(MK Music scheme) Pace and Pulse Respond to a steady beat through movement.</p> <p>Composition Explore EY percussion instruments freely.</p>	<p>FS2-Pitch Aural response to register and through music sessions.</p>	
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<p>Identify two contrasting sounds played together. Talk about 'Sound colours' e.g. this sounds like.... Use specific sounds to accompany songs e.g.a tinkling for Twinkle Twinkle</p> <p>Composition Explore EY percussion instruments freely. Explore sounds and return to favourites. Respond to pictures, stories and objects with sound. Use a steady pulse to show characters e.g. a horse or a soldier Improvisation-Explore sounds inside and outside in response to given stimuli. Explore sounds through play and movement.</p> <p>Notation Respond to pictures or artefact/puppet with a chosen sound.</p> <p>Singing and Playing Begin to copy soh-me phrases accurately (GE as a guide) and sing familiar songs within a range of C⁴-C⁵ with some awareness of pitch. Follow hand-signs and puppets as visual cues.</p>			
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<p>Instruments Use gross and fine motor skills in response to a steady pulse.</p> <p>Listening Remember significant moods/atmospheres/sounds e.g. a happy piece/a loud crash at the end, and respond through movement</p> <p>Reviewing and Evaluating Express likes and dislikes</p>			
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