

Reception Musicianship and the EYFS Statutory Framework: Additional guidance

This guidance has been created to help those teaching musicianship in Reception to understand how the Music Masters Curriculum and Assessment Framework relates to the DfE's EYFS Statutory Framework.

The overview for the Reception Musicianship Framework includes a chart highlighting which of the seven areas of learning and development set out in the EYFS Statutory Framework are relevant to each musical learning objective:

	Throughout the year	EYFS Statutory Framework						
		Communication and language	Physical Development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Expressive arts and design
Singing	Join in with simple songs, chants and rhymes	✓	✓	✓	✓		✓	✓
	Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices	✓	✓	✓				✓
	Find and develop their singing voice	✓	✓	✓				✓
	Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality	✓		✓	✓	✓		✓
	Sing simple echo songs led by the teacher	✓		✓	✓		✓	✓
	Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns	✓		✓	✓	✓	✓	✓
	Understand the importance of warming up their voice and being aware of their bodies when singing and making music		✓	✓				✓
	Listen to and match (vocally) a pitch sung or played by somebody else			✓				✓

First section of the overview for Reception Musicianship

These seven areas of learning and development consist of three prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

And four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

While the overview table in the framework focuses on *which* EYFS areas of learning each objective contributes to, the table below gives examples of *how* each objective contributes to the relevant EYFS areas of learning. These examples are by no means exhaustive, but seek to illustrate the links between the Music Masters Curriculum Framework and the EYFS Statutory Framework in greater detail, giving teachers a clearer understanding of the wider impact of their musicianship teaching.

Communication and language	Singing Songs, chants and rhymes contribute to language development. They expose students to different phonic sounds, word patterns, rhymes, rhythms, and vocabulary.	♪ Join in with simple songs, chants and rhymes ♪ Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices ♪ Find and develop their singing voice ♪ Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality ♪ Sing simple echo songs led by the teacher ♪ Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns
	Playing Playing instruments provides an opportunity to learn new vocabulary – both the name of the instrument itself, and words that might be used to describe the sound or how it is played. Performing music with others develops non-verbal communication skills. Opportunities to contribute verbally to the musicianship session develop students' verbal communication skills.	♪ Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound ♪ Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination ♪ Become confident in volunteering for a solo, or suggesting a song, game or activity
	Musical terminology and understanding Learning and exploring patterns of sound through rhythmic terminology (ta, ti-ti etc.) and sol-fa exposes students to different phonic sounds, word patterns, rhymes, rhythms, and vocabulary.	♪ Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music ♪ Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns

Communication and language (continued)	Giving verbal or physical instructions to others develops students' communication skills. Physical movement to reinforce phrasing will often be linked to the words of a song, with the focus on the meaning and flow of the words.	🎵 Influence the dynamic range of a song or piece to make it louder or softer, often using verbal and/or physical instructions to indicate dynamic change to another student/the group 🎵 Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another student/the group 🎵 Understand the concept of simple phrasing through walking and movement
	Rhythm and pulse Using words to remember and identify rhythms supports students to develop their understanding of syllables.	🎵 Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped
	Improvising and composing All singing provides opportunities for language development, and improvising or composing with words allows students to be creative with language as well as music.	🎵 Improvise sung responses to a sung question or compose new words within a song
	Listening and reflecting Learning to respond to different sung and spoken instructions exposes students to a range of vocabulary and develops their listening skills. Encouraging students to discuss their own thoughts about music supports their language skills.	🎵 Respond to sung and spoken instructions vocally or physically 🎵 Explore and share their ideas, thoughts, feelings and emotions on music.

Physical development	Singing The songs used in musicianship lessons often involve physical actions that practise both fine and gross motor skills. Learning about warming up bodies for singing involves opportunities to move and develop coordination, balance, and spatial awareness.	♪ Join in with simple songs, chants and rhymes ♪ Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices ♪ Find and develop their singing voice ♪ Understand the importance of warming up their voice and being aware of their bodies when singing and making music
	Playing Playing instruments helps to develop fine motor skills and coordination, including hand-eye coordination. Performing in a group provides further opportunity develop spatial awareness, balance and coordination.	♪ Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound ♪ Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination
	Musical terminology and understanding Giving students the opportunity to indicate instructions physically helps develop gross and fine motor skills, including physical control. For example, they might move their arms slowly to show a gradual increase in volume, or quickly to show a sudden change. Exploring phrasing through physical movement provides an opportunity to develop gross motor skills.	♪ Influence the dynamic range of a song or piece to make it louder or softer, often using verbal and/or physical instructions to indicate dynamic change to another student/the group ♪ Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another student/the group ♪ Understand the concept of simple phrasing through walking and movement

Physical development (continued)	Rhythm and pulse Rhythm and pulse activities involve lots of physical movement – dancing, walking, clapping, tapping etc.	♪ Respond physically in time and with rhythm to played or recorded music ♪ Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments ♪ Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped
	Improvising and composing Rhythmic improvisation using body percussion helps to develop fine and gross motor skills and coordination.	♪ Improvise simple rhythms with voice, on the body or on instruments
	Listening and reflecting Listening activities provide lots of opportunity for students to express themselves through physical movement.	♪ Respond to sung and spoken instructions vocally or physically ♪ Respond to music freely through dance or movement or through song or play

Personal, social and emotional development	Singing Singing is an excellent way of supporting emotional wellbeing. The act of singing boosts mood and helps to regulate emotions, and songs can support students to express and understand different emotions.	♪ Join in with simple songs, chants and rhymes ♪ Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices ♪ Find and develop their singing voice ♪ Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality ♪ Sing simple echo songs led by the teacher ♪ Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns ♪ Understand the importance of warming up their voice and being aware of their bodies when singing and making music ♪ Listen to and match (vocally) a pitch sung or played by somebody else
	Playing Playing and exploring instruments provides many opportunities to develop skills in turn-taking and working as a team. Performing with others supports the development of relationships and social skills. Taking the opportunity to contribute individually to a group session can support the development of self-confidence.	♪ Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound ♪ Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination ♪ Become confident in volunteering for a solo, or suggesting a song, game or activity

Personal, social and emotional development (continued)	Musical terminology and understanding Performing from notation as a group develops skills in teamwork and cooperation. Leading the group by giving instructions on how to change dynamics or tempo develops self confidence and a sense of achievement.	- Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music - Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns - Influence the dynamic range of a song or piece to make it louder or softer, often using verbal and/or physical instructions to indicate dynamic change to another student/the group - Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another student/the group
	Rhythm and pulse Performing rhythmic activities as a group develops skills in teamwork and cooperation.	- Respond physically in time and with rhythm to played or recorded music - Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments - Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped
	Improvising and composing Improvisation activities can develop skills in turn-taking and cooperation, and help to foster a sense of being proud of your own achievements.	- Improvise sung responses to a sung question or compose new words within a song - Improvise simple rhythms with voice, on the body or on instruments - Understand, manipulate and create simple pictorial rhythmic scores
	Listening and reflecting Listening activities support the development of concentration and focus. Opportunities to reflect on the music they hear supports students to process and understand their emotions.	- Respond to sung and spoken instructions vocally or physically - Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing - Respond to music freely through dance or movement or through song or play - Recognise repeated sounds and sound patterns - Distinguish between high and low, loud and soft, and fast and slow - Explore and share their ideas, thoughts, feelings and emotions on music.

Literacy	Singing Songs, chants and rhymes help to develop students' comprehension of language.	- Join in with simple songs, chants and rhymes - Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality - Sing simple echo songs led by the teacher - Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns
	Musical terminology and understanding Learning to read music notation supports literacy by developing skills in recognition of symbols and associating sounds with symbols.	Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music
	Improvising and composing Activities where students create their own phrases to sing support the development of language comprehension skills.	Improvise sung responses to a sung question or compose new words within a song
	Listening and reflecting Discussion activities support students' language comprehension, encouraging them to express their ideas verbally and respond to questions.	Explore and share their ideas, thoughts, feelings and emotions on music

Mathematics	Singing Singing songs with a limited number of pitches provides the opportunity to count the different pitches. Students can be encouraged to spot connections and look for patterns in the songs that they sing. Counting can be brought in when recognising patterns – how many times do we sing this bit?	♪ Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality ♪ Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns
	Musical terminology and understanding Early notation reading is built on patterns, and this can involve questioning that develops mathematical skills – e.g. how many times does ‘ta’ appear? Is the first pattern longer or shorter than the second one? Understanding how note values fit within a bar of music involves counting the beats.	♪ Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music
	Rhythm and pulse All rhythmic activities provide the opportunity to develop skills in counting and pattern recognition.	♪ Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments ♪ Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped

Mathematics (continued)	Improvising and composing Rhythmic improvisation activities provide the opportunity to develop skills in counting, e.g. how many beats is your pattern? Creating pictorial scores can involve pattern creation and recognition.	 Improvise simple rhythms with voice, on the body or on instruments  Understand, manipulate and create simple pictorial rhythmic scores
	Listening and reflecting Listening to music provides the opportunity to discuss the use of patterns and encourage the use of mathematical language, e.g. how many times did you hear that sound?	 Recognise repeated sounds and sound patterns

Understanding the world	Singing Singing songs from a wide range of cultures and traditions supports students to develop their understanding of and appreciation for the diversity of the world. Singing also provides opportunities for students to learn about the world around them, through singing songs about nature, people, animals, everyday routines, etc.	♪ Join in with simple songs, chants and rhymes ♪ Sing simple echo songs led by the teacher ♪ Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns
	Playing Playing a range of instruments from around the world helps students to develop their understanding of different countries and cultures.	♪ Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound ♪ Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination
	Listening and reflecting Listening to music from a wide range of cultures and traditions supports students to develop their understanding of and appreciation for the diversity of the world. The opportunity to discuss the music that they hear provides further scope for developing this understanding.	♪ Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing ♪ Respond to music freely through dance or movement or through song or play ♪ Explore and share their ideas, thoughts, feelings and emotions on music.

Expressive arts and design	All areas All learning objectives in the Reception Musicianship Framework contribute to this area of learning. Students regularly engage with high quality music, participating through singing, playing, moving and listening, supporting their imagination and creativity and preparing them for instrumental learning in Year 1.	♪ Join in with simple songs, chants and rhymes ♪ Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices ♪ Find and develop their singing voice ♪ Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality ♪ Sing simple echo songs led by the teacher ♪ Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns ♪ Understand the importance of warming up their voice and being aware of their bodies when singing and making music ♪ Listen to and match (vocally) a pitch sung or played by somebody else ♪ Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound ♪ Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination ♪ Become confident in volunteering for a solo, or suggesting a song, game or activity ♪ Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music ♪ Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns ♪ Influence the dynamic range of a song or piece to make it louder or softer, often using verbal and/or physical instructions to indicate dynamic change to another student/the group ♪ Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another student/the group ♪ Understand the concept of simple phrasing through walking and movement ♪ Respond physically in time and with rhythm to played or recorded music ♪ Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments
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Expressive arts and design (continued)		♪ Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped ♪ Improvise sung responses to a sung question or compose new words within a song ♪ Improvise simple rhythms with voice, on the body or on instruments ♪ Understand, manipulate and create simple pictorial rhythmic scores ♪ Respond to sung and spoken instructions vocally or physically ♪ Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing ♪ Respond to music freely through dance or movement or through song or play ♪ Distinguish between high and low, loud and soft, and fast and slow ♪ Explore and share their ideas, thoughts, feelings and emotions on music.
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