

[Listen Up!](#)
[Incorporating Music into the Early Years Foundation Stage](#)

Music in the Round hosted the Listen Up! conference on 30th June 2014 which explored how music fits into the Early Years Foundation Stage (EYFS) and the Key Stage 1 National Curriculum.

Nursery staff, KS1 teachers and music practitioners shared these brilliant ideas on how to use music in all areas of young children's education.

Here are ideas that discuss how music can be used in:

Mathematics

Literacy

Expressive art and design

Understanding the world

Personal, social and emotional development

Physical development

Communication and language development

There are some hugely inspiring ideas here so feel free to use them in your setting and spread the word about them to colleagues too!

Counting,
sequence,
patterns, size

Using
instruments to
create a beat to
count to

Counting and number
songs
addition, subtraction,
longer/shorter,
estimating.
E.g. 'Five little men in
a flying saucer' and
'Ten green bottles'

Incorporate
Maths into
singing a lot
more

Number fun
songs as oral
starters to maths
lessons

Mathematics

YouTube – loads of
numeracy learning
songs e.g. for
learning doubles;
warm up for mental
maths

Interesting
tunes for
learning
number bonds

Pulse, beat, rhythm
counting – learning
about music, notes
and rests & using
musical
instruments as part
of Maths

Number (colour)
recognition using
hand bells and
chime bars

Song-writing
Rhymes

Story-telling
through song

Singing stories –
build up
character work
using puppets
and songs

Stories with
musical
accompaniment

Songs support
phase 3-5
phonics

Introducing
vocab through
singing

Literacy

Mark
making to
music

Story-
telling: Pie
Corbett

Singing and acting out
stories using a familiar tune
(e.g. singing stories to
nursery rhymes/well-known
tunes)

Songs provide
repetition,
distinguishing
sounds and
different ways to
say vowels

Singing stories of
well-known books
before Literacy
writing

Role play and drama through songs and stories – using voice intonation and distinguishing sounds

Link making instruments and art to outdoors – composing music about nature, creating instruments from things found outside

Making musical instruments

Painting to music

Puppet show – create props and puppets and use them to act out

Expressive art and design

Telling stories through music and dance

Making natural instruments

Paint while you listen to different styles of music – e.g. long strip of paper + paint on feet and salsa!

Bring dance and stories into songs e.g. The Three Bears

Parent workshops – making instruments and then using them in

Have a stage area

Creative movement to music

Explore music,
songs and
instruments from
around the world

Weather
sounds

Involving
families in
music days

Cultural
costumes and
customs

Stories
from other
cultures

Understanding the world

Explore where
instruments
originate from

Welcome
songs for
assemblies

Songs from other
cultures to develop
appreciation and
understanding of
“other”ness

Same songs in
different
languages

Songs about animals,
creatures, life cycles

Singing register

Discuss how characters feel in songs and stories

Group time and circle time songs – interacting with peers

Sounds to reflect how we feel

Personal, Social & Emotional Development

Get shy/timid children to conduct group songs

Encouraging children to become confident learners and sociable members of the class through music based group time

Welcome and getting to know you songs

Children's ideas can be incorporated into songs – what action shall we do?

Listen to children, let them direct

Develops team-work and leadership skills

Accept/understand/deepen emotions

Develops confidence

Actions for songs –
physical movement +
simple, funny sings to
encourage interaction

Managing percussion is
valuable for children with
dyspraxia

Match
movement to
music

How to hold
instruments
properly and get
the best sound –
awareness of
your body

Physical development

Ugly Bug Ball Song –
crawl, skip, walk to
the ball

Gross and fine
motor skills

Expressive
movement to
music

Actions
develop
coordination

The Dalcroze
Society

Use/make
instruments for
outdoor area to
support
development of
fine and gross
motor skills

Can help with phrasing for EAL children

Phonics: singing words, rhyming

Connect movement to speech; non-speaking children can join in by playing instruments/humming. EAL can sing in their own language

Music can develop listening skills and memory

Practising speech sounds

Facial expressions in stories

Communication and language

Telling stories with Pie Corbett actions and added instruments

Compose own story song about topic/book/ trip

Sing instructions

Music + phonics books – 'Phonics Sing'

Articulating words and extending vocab

Ask parents of EAL children to teach a song in their language

Phase 1 phonics: listening background, keeps the beat

Contact **Sheffield Babelsongs** for resources of songs in different languages

Quick 5 min singing lesson starters at beginning of lessons

Tell stories with singing

Make up prop bags to accompany stories and songs

How to make it all happen

Introduce a set structured routine into setting for music

In-house staff training – encourage more singing

Make a music zone out of free materials for the outdoor area

Encourage my council's music service to link up with Ensemble 360

In-house staff training – encourage more singing

Buy some cross-curricular music/singing books – visit [Out of the Ark website](#)

Find, learn and teach songs for transitions to whole school e.g. tidying up, lining up

Inspire my colleagues to have a go

Can be integrated into everyday school life – across subjects

Music specialists in schools share ideas/expertise

Music has so much scope, where will it take our children next?

The principles of good music education are similar whatever age group – immerse them, be musical, create space for intuition and creativity to thrive

Inspiring thoughts

Develop imaginative free up creativity (encouraging improvisation)

Using music for emotions: How does it make you feel?

Young children are innately receptive to music

There really is no substitute for live musical experiences – in the home, classroom and concert hall!