

# Music

## Early Years Foundation Stage



Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



# 2. Units



EYFSTAGE Music is formed of 6 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 All about me	Reception	6
2 Journeys and adventures	Reception	6
3 Out and about	Reception	6
4 Growth	Reception	6
5 Habitats	Reception	6
6 Out of this world (Space)	Reception	6



# 3. Lessons

## Unit 1 All about me

6 Lessons

Lesson number	Lesson question	Pupils will learn
1.	<b>This is me</b>	<ul style="list-style-type: none"><li>• In this lesson, we will get to know each other through songs and games. We will also meet a new friend who will help us explore our voice.</li></ul>
2.	<b>Good to be me</b>	<ul style="list-style-type: none"><li>• In this lesson, we will focus on developing the singing voice through voice-play.</li></ul>
3.	<b>Me and my family (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use the theme of family units to further explore the singing voice and to develop a strong sense of pulse.</li></ul>
4.	<b>Me and my family (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use the theme of family units to reinforce the learning about pulse and introduce some learning around high and low sounds.</li></ul>

## 5. Me and my friends (Part 1)

- In this lesson, we will use the theme of playing with friends to further explore the beat in singing games. We will also further develop our high and low sounds through physical play and sound discovery in the home.



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## 6. Me and my friends (Part 2)

- In this lesson, we will bring together all our learning from the unit to share our favourite singing games with our friends and family.
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Lesson  
number

Lesson question

Pupils will learn

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<b>1.</b>	<b>Walking on my street</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be using singing games to explore beat, note duration and rhyme. In this lesson, we will take part in our first imaginative listening activity. We will listen to a piece of music called "Promenade: Walking the Dog" by George Gershwin.</li></ul>
<b>2.</b>	<b>Sitting on the bus</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use singing games to explore note duration and improvise rhythms with a rapping bus driver. This lesson's imaginative listening will take us on a bus tour through the Queen's neighbourhood, as we listen to Eric Coates' "Knightsbridge Suite".</li></ul>
<b>3.</b>	<b>Getting on a train (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn a new rhyme about trains and a fun counting-out game that children in India like to play.</li></ul>
<b>4.</b>	<b>Getting on a train (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue working on rhythm and beat through the rhymes we learned last lesson and we will also sing a Tamil Lullaby from Sri Lanka.</li></ul>

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## 5. Sailing on a boat

- In this lesson, we will be singing a song in French, with movement to mirror the rocking of a boat and making up some rhythmic rhymes in "Ally Ally O".



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## 6. A big adventure

- In this lesson, we will be going on a big adventure, playing some of our favourite singing games from this unit.
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Lesson  
number

Lesson question

Pupils will learn

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<b>1.</b>	<b>Out in my neighbourhood</b>	<ul style="list-style-type: none"><li>• In this lesson, we will start exploring our neighbourhood on foot. We will start using footsteps to learn different note durations and the singing game "Up &amp; Down" to explore high and low sounds.</li></ul>
<b>2.</b>	<b>People in my neighbourhood</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be meeting some of the people in our neighbourhood who help us. We will use our footsteps to further explore note duration and start to read some simple stick notation.</li></ul>
<b>3.</b>	<b>Let's go shopping (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be imagining a trip to the market. We will use counting rhymes to work on rhythm and beat, and use fruit names to make up some funky rhythms.</li></ul>
<b>4.</b>	<b>Let's go shopping (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be having more fun with rhythm and rhyme. We will be starting to learn how to read simple rhythm patterns with fruit symbols.</li></ul>

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## 5. People who help us: Singing games

- In this lesson, we will be playing singing games all about the people who help us in our community. The games will help us develop our rhythm reading skills and our sense of beat.



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## 6. More people who help us

- In this lesson, we will meet lots of new people who help us. There will be some more rhythm activities plus a game to help us use the voice in lots of different ways.
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Lesson number	Lesson question	Pupils will learn
<b>1.</b>	<b>Planting in the garden</b>	<ul style="list-style-type: none"><li>• In this lesson, we will start to explore the garden through singing games and rhymes. We will develop our sense of pulse and our understanding of note duration.</li></ul>
<b>2.</b>	<b>Growing in the garden</b>	<ul style="list-style-type: none"><li>• In this lesson, we will start to explore different pitches through imaginative play. We will also keep exploring note durations and keep our sense of pulse strong through physicalisation of the beat.</li></ul>
<b>3.</b>	<b>The Veggie Patch (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will get busy at the Veggie Patch. We will use raindrops to help us physicalise pitch and start to read high, middle and low sounds. This lesson's brand new song is one to dance to, so make sure you have plenty of space.</li></ul>
<b>4.</b>	<b>The Veggie Patch (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will visit the Veggie Patch again to see how high our plants have grown. We will use the image of growing plants to explore pitch and use an action game to reinforce the learning we did around the beat earlier on in the unit.</li></ul>

## 5. Jack and the Beanstalk (Part 1)

- In this lesson, we will be taking an imaginative journey through the traditional tale "Jack and the Beanstalk". We will use the footsteps of the characters in the story to explore note duration. We will climb the Beanstalk and develop our understanding of pitch as we climb higher and higher.



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## 6. Jack and the Beanstalk (Part 2)

- In this lesson, we will revisit the traditional tale "Jack and the Beanstalk". We will use the previous learning in note duration to read some simple rhythms through symbols. We will also climb the Beanstalk again to further develop our understanding of pitch.
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Lesson  
number

Lesson question

Pupils will learn

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**1.**      **The Woodland (Part 1)**

- In this lesson, we will discover what animals have been making footprints and develop our notation rhythm reading. We will learn a new song about a bird and a Russian Folk song about a Birch Tree.

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**2.**      **The Woodland (Part 2)**

- In this lesson, we will be going deeper into the Woods and meeting a man in a cottage who loves to rescue animals. We will use more pawprints to develop our rhythm reading skills and make up some actions to a folk song.

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**3.**      **The Woodland (Part 3)**

- In this lesson, we will go on our final visit to the Woods. We will go walking with a fox, sing with the birds and rescue some more animals. We will use our knowledge of note duration to act-out different animal footsteps on our journey and improvise our own songs with the birds.
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#### **4. The Rainforest (Part 1)**

- In this lesson, we will be going on an imaginative journey deep into the Brazilian Rainforest to meet some songbirds, eat some fruit and do a lot of musical learning along the way!



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#### **5. The Rainforest (Part 2)**

- In this lesson, we will revisit the colourful rainforest and further explore our voices by improvising birdsongs, dance to some Brazilian drumming and make up some funky fruit rhythms.

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#### **6. The Rainforest (Part 3)**

- In this lesson, we will go on our final trip to the Rainforest. We will use our imagination to listen to the sounds of the rivers of the Rainforest. we will strengthen our sense of pulse through a canoeing song and mix up another delicious fruit salad with your own ideas for rhythm patterns.
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Lesson number	Lesson question	Pupils will learn
1.	Space: session 1	<ul style="list-style-type: none"><li>In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing different rhythmic patterns.</li></ul>
2.	Space: session 2	<ul style="list-style-type: none"><li>In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing so-mi melodic patterns.</li></ul>
3.	Space: session 3	<ul style="list-style-type: none"><li>In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing rhythmic and melodic patterns.</li></ul>
4.	Space: session 4	<ul style="list-style-type: none"><li>In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing various melodic patterns.</li></ul>

## 5. Space: session 5

- In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing various rhythmic patterns.



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## 6. Space: session 6

- In this lesson, we will use our imaginations to visit space, listening to and exploring different sounds. We will experiment with music and movement and practise singing various rhythmic and melodic patterns.
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# 4. Learn More



## Contents

Section number	Section title
1.	Coherence and flexibility
2.	Knowledge organisation
3.	Knowledge selection
4.	Musical Understanding
5.	Inclusive and ambitious
6.	Knowledge selection
7.	Context

### 1. Coherence and flexibility

Our curricula builds on the National Curriculum for Music and specifically aims to equip pupils with the knowledge and skills that will enable them to:

- Be inducted into the powerful cultural knowledge associated with music.



- Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.
- Use improvisation to unlock creative potential and musical identity/individuality.
- Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection.

Our approach to teaching in the EYFS integrates formal and free-flow learning to unlock imagination and creativity. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured. A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

## 2. Knowledge organisation

As such, we have created a pathway that progressively builds pupils' **musical understanding**, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. **Knowledge** is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). **Skills** are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the **context** in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.

## 3. Knowledge selection

In the EYFS curriculum, the voice is at the heart of musical learning. For us, musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity.

Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical understanding (knowledge and skills).

## 4. Musical Understanding

The emphasis of our music curriculum is the development of children's musical understanding. Children experience music in an integrated manner through creative, practical and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time. In EYFS

children experience and respond to sound to unlock imagination and creativity. This provides the starting point for the progression of musical learning.



## 5. Inclusive and ambitious

We recognise that our curriculum needs to meet the needs and breadth of all pupils who will come from a variety of cultures and backgrounds with different levels of experience and interests.

The music curriculum aims to ensure that all pupils:

- Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and behaviours that foster a respectful and joyful community.
- Experience a knowledge-led curriculum where they leave lessons gaining new knowledge and the ability to retain it.

## 6. Knowledge selection

The EYFS Music curriculum supports the Early Years Foundation Stage Goals in Prime and Specific areas, in particular the Expressive Arts and Design ELGs as demonstrated below:

**ELG 16** Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, they:

- Begin to build a repertoire of songs and dances.
- Imitate movement in response to music.
- Begin to move rhythmically.
- Enjoy joining in with dancing and ring games.
- Tap out simple repeated rhythms
- Explore the different sounds of materials and instruments.

**ELG 17** Being imaginative: Children represent their own ideas, thoughts and feelings through art, music, dance, role play and stories, they:

- Use movement to express feelings.
- Capture experiences and responses with a range of media, such as dance and music
- Create movement in response to music.
- Play alongside other children who are engaged in the same theme.



## **7. Context**

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The repertoire draws from both Western Classical Music and beyond and includes music from the following areas of the world:

- The African Continent
- The British Isles
- The Caribbean
- China
- Europe
- India
- Japan
- North America
- South America