

Foundation Stage Music Curriculum 2024–2025

*Ravensdale Infant &
Nursery School*



Be Ambitious, Spark Imagination, Celebrate Success

Music Curriculum Plan 2024–2025

Intent:

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development the whole child.

At Ravensdale Infant and Nursery School, we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

We recognise that in all classes, children have a wide range of musical ability. Therefore, we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Music is a foundation subject in the National Curriculum and incorporated through Expressive Arts, as part of the specific areas of Learning within 'Development Matters'. Our school uses programmes of study of work for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

1. Increasing breadth and range of musical experiences.

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II. Increasing challenge and difficulty in musical activities.

III. Increasing confidence and creativity in the children's music-making.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The subject leader devises this plan in conjunction with colleagues and outside musical agencies. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum and Development Matters documents.

The medium-term plans, which we have adopted from the programmes of study, give details of each unit of work for each term. The subject leader is responsible for monitoring these plans.

The class teacher writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans.

We teach music in reception classes as an integral part of the project work covered during the year. Music contributes to a child's personal and social development. For examples, counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

We also welcome other musical opportunities such as employing a specialist music teacher to work with some classes and extracurricular music classes. We plan appropriate performances where we can and also invite in music specialists such as Rock steady to teach music skills. Whilst this is paid, we support children from disadvantaged backgrounds to take part where possible. Singing assemblies raise the importance of enjoying a range of music.

Implementation:

The subject leader ensures that they are current in their subject knowledge and actively monitors opportunities for CPD. This in turn enables the subject leader to support colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject.

At Ravensdale Infant and Nursery School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach the children to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.

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Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and typically give oral feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgments about how they can improve their own work.

Our school uses programmes of study of work for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This helps the learners in the long term to recall the content that they have been taught and to integrate new knowledge into larger concepts.

There are sufficient resources for all music teaching units in the school. Along with this we use 'Sparkyard' which allows access to resources and CPD opportunities. It also has resources for the interactive whiteboard to support the learning of varying aspects of the music curriculum.

Impact:

Pupils will have developed detailed skills and knowledge evidenced through observations, discussions and performances. This can also be evidenced across the curriculum through English, Maths and other subject area, as well as through musical events which take place in and outside of school.

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Content

FS1

Music is fundamental to the early development of our children. Music and singing are at the heart of 'Expressive Arts and Design (EAD)'. They inspire creativity, boost children's imaginations and enable self-expression. Children thrive in a classroom that encourages this! Singing songs, dancing, playing instruments, composing, listening and performing to others develop children's ability to communicate through the arts and builds understanding of the inter-related dimensions of music – the key ingredients that make up music. Creative experiences spark curiosity in children and with that comes a desire to play, explore and find out more. This enables children to become independent, happy and confident learners.

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Development Matters (2023)

3 and 4 Year olds will be learning to:

- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

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Key Learning for FSI

Skills Overview:

Autumn Term	Spring Term	Summer Term
Children can: • Listen and identify environmental sounds. • Listen while maintaining concentration and attention when listening to others. • Make sounds using movements and objects in their environment e.g. shaking, tapping, or scratching. • Join in and sing familiar songs and nursery rhymes. • Move to music, showing some favourite songs to move to/perform.	Children can: • Continue to listen and identify environmental sounds. • Continue to maintain concentration and attention when listening to others. • Anticipate key events in rhymes and stories and join in with these. • Make sounds using movements and objects in their environment e.g. shaking, tapping, or scratching. • Add sounds to familiar stories and nursery rhymes. E.g. sound of goats going over the bridge. • Join in and sing familiar songs and nursery rhymes. • Join in with body percussion by rubbing, clapping and stamping. • Attempt to play instruments through banging, tapping or strumming? • Try to recreate sounds that they have heard? E.g. bang, crash • Start to sing with the right words, keeping in time with friends. • Start to show some idea of when to start and stop through watching actions/signals from adult support. • Talk about a favourite song.	Children can: • Continue to listen and identify environmental sounds. • Continue to maintain concentration and attention when listening to others, for longer sustained periods of time. • Make sounds using movements and objects in their environment e.g. shaking, tapping, or scratching. • Select and choose instruments to respond to stimuli e.g. the weather or parts of stories. • Join in and sing familiar songs and nursery rhymes? • Perform in small groups in front of others, remembering songs by heart. • Joins in with call and response songs. • Talk about music they like and music they don't like, trying to say why. • Begin respond physically when hearing and performing music. E.g. expressing themselves through body movements, depending on the music style. • Start to recognise and name simple instruments. • Can they experiment with sounds (including their own voice), making them louder, quieter, faster and slower?

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	Can they experiment with sounds (including their own voice), making them louder, quieter, faster and slower?	
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How will this be achieved?

Autumn Term	Spring Term	Summer Term
EAD: Being imaginative - Joins in with singing nursery rhymes and action songs. - Listens and responds to environmental sound lotto games. - Listens to and joins in with voice sounds during story sessions. - Responds to music verbally and using movement. - Use a selection of musical instruments within the provision to explore sound making by shaking, tapping, scratching etc. - Listen and join in with Christmas songs for a performance.	EAD: Being Imaginative - Continue to sing nursery rhymes and action songs. Learn the new songs: Jack Frost, 'Mister Wind', 'The Little Seed'. - Continue to listen and responds to environmental sound - Imitates simple sound patterns, making a rhythm e.g. clap, tap, clap, tap. - Continue to listen to and joins in with voice sounds during story sessions. Learn the songs Jack Frost, 'Mister Wind', 'The Little Seed'. - Continue to respond to music verbally and using movement. E.g. create actions to represent a lifecycle when singing 'The Little Seed'. - Listen to music and express ideas. Adding actions to the song Jack Frost. - Use a selection of musical instruments within the provision and introduce children to the correct names for each instrument. - Creates sounds to match effects in familiar stories in the song 'Mister Wind'.	EAD: Being Imaginative - Use BBC Sounds Teach songs on Minibeasts, encouraging children to listen, discriminate sounds, join in singing and ask answer questions about minibeast music. - Joins in with singing nursery rhymes and action songs – performing to other members of the group. - Begins to put movements in a sequence to make a short dance routine to accompany music, for example to 'Wiggly Woo'. - Use a selection of musical instruments within the provision, knowing how to play them correctly. - Names a variety of instruments correctly. - Plays a given instrument to a simple pulse. - Recreating sounds, including imitating simple sound patters/ rhythms and joining in with echo songs like 'I am the music man'.

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FS2

EXPRESSIVE ARTS AND DESIGN Music and singing are at the heart of Expressive Arts and Design. They inspire creativity, boost children's imaginations and enable self-expression. Children thrive in a classroom that encourages this! Singing songs, dancing, playing instruments, composing, listening and performing to others develop children's ability to communicate through the arts and builds understanding of the inter-related dimensions of music – the key ingredients that make up music. Creative experiences spark curiosity in children and with that comes a desire to play, explore and find out more. This enables children to become independent, happy and confident learners.

Development Matters (2023)

Children in Reception are learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

By the end of their Reception year at school children are expected to reach their 'Early Learning Goal' (ELG) in Expressive Arts and Design:

- Being Imaginative and Expressive 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

Key Learning for FS2

Autumn Term	Spring Term	Summer Term
Children can: • Listen and identify sounds in the environment. • Describe sounds using simple language e.g. loud/quiet/fast/slow	Children can: • Describe and compare sounds created by instruments and voices. • Listen and respond to simple musical instructions, for example in the cha-cha slide in PE, perform	Children can: • Listen to and repeat a sequence e.g. high, low, high low.

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• Join in with familiar songs in class as a group. • Build a bank of familiar songs and rhymes. • Talk about a favourite rhyme/song. • Use their singing voice in play activities. • Experiment with their voice to make sounds e.g. low hum, high note. • Move to a pulse. • Clap a simple pulse. • Choose sounds for a purpose e.g. bells for twinkly stars.	the correct action stopping when the music stops, respond to changes in tempo or dynamics. • Understand the difference between a speaking voice and a singing voice by experimenting with different voice sounds. • Copy simple phrases showing awareness of pitch and rhythm. • Handle instruments and sound makers with increasing control. • Name instruments and know they can be sorted based on some differences between them e.g. the way you play them. • Use instruments to accompany a simple song. • Improvise with instruments by responding to the music e.g. tapping a simple pulse or getting louder as the music gets quicker. • Explore a range of expressive movements to match sounds. • Respond to musical cues. E.g. knowing when to start playing. • Listen and copy some simple sequences. • Play a simple musical pattern e.g. play/stop/play/stop; loud/quiet, loud, quiet. • Play around with well known songs to make your own version e.g. by changing a few words like in 'Twinkle Twinkle Chocolate Bar.'	• Listen to music and respond with your own ideas on how you think and feel e.g. This music makes me think of... • Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). • Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience). • Play simple rhythms and melodies from songs (e.g. tapping syllables). • Explore the effect of combining sounds. • Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). • Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high). • Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). • Respond freely to songs and music, exploring ideas and following own paths of interest. • Follow simple notation (e.g. picture cards). • Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). • Create music from non-musical starting points (e.g. artwork, movement, nature). • Reflect on music-making (e.g. what worked well/what could we change?).
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How will this be achieved?

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Autumn Term	Spring Term	Summer Term
EAD: Being imaginative • Joins in with singing nursery rhymes and action songs. • Learn new songs for the Harvest Festival • Listens and responds to environmental sound lotto games, phonics lessons, music linking to festivals and celebrations, including Diwali, Remembrance, birthdays and Christmas. • Listens to and joins in with voice sounds during story sessions, especially during 'Drawing Club' in the oracy part of the lesson. • Responds to music verbally and using movement, for example adding actions to the songs learnt for Harvest Festivals and the Christmas Nativity play. • Use a selection of musical instruments within the provision to explore sound making by shaking, tapping, scratching etc. • Listen and join in with Christmas songs for a performance.	EAD: Being Imaginative • Children to perform songs and nursery rhymes relating to Fairytales e.g. 'I'm the Big Bad Wolf' in The Three Little Pigs. 'Climbing up the Beanstalk' from Jack and the Beanstalk. • Children will create narratives based around stories and create sounds and music to accompany stories e.g. The porridge being eaten, the chair being broken and Goldilocks falling asleep in 'Goldilocks and the Three Bears'. • Embed musical knowledge through access to music, songs and instruments in continuous provision. Children taught to name instruments correctly and play them correctly before these are put into provision. • Learn and perform a song for parents relating to Easter. • Children will move in time to the music. Listen to 'I am a Giant' and listen for which instruments they can hear in each verse. Children to move accordingly listening to the music and lyrics. • Listen to different types of music and say how with makes them feel. For example listening to Humperdinck's 'Hansel and Gretel' music. Or 'Hall of the Mountain King' • Children to select instruments to reflect mood and feeling through sound. For example Jack climbing up the beanstalk, the giant waking up and chasing Jack and Jack chopping the beanstalk down.	EAD: Being Imaginative • Children will sing and perform songs that may be less well know, or learnt linking to project 'Where in the World...?' • Children will play an instrument following a musical pattern. E.g. Children play their African drums following a pulse. Children to look at Cow Bells in Switzerland, digeridoos in Australia, linking to our key text My Granny goes to Market, where Granny flies around the world. • To imitate simple patterns of music using instruments and their bodies to make sounds. For example using body percussion 'On top of the World' by Imagine Dragons. • Children to perform and sing a wider range of songs confidently, including songs with actions/body percussions. • Children will invent their own narratives, stories and poems and create music to accompany this. • Perform alongside peers, taking turns and joining in together. • Performing for an audience, showing an awareness of how to perform, and how to listen.

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	Children create music relating to festivals e.g. using drums in a Chinese Dragon dance for Chinese New Year.	
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