



Introduction

Our new EYFS Music scheme will transform your Early Years Music teaching! Created especially for the Reception classroom, our expertly designed scheme is hands-on and fun, and is perfect for subject specialists and non-specialists alike.

The scheme includes five units, made up of five lessons each ('Musical stories' has six lessons). From exploring sound to creating compositions to responding to tempo - it's the ideal precursor to the more complex musical elements in Year 1 teaching.

Each plan comes with easy-to-follow guidance, along with key vocabulary and prompts to use as you play and work alongside the children. The plans are easy to read, quick to resource and can easily be accessed by teachers, classroom assistants and other staff members.



Overview of the units and lessons

Unit 1: Celebration music

Lesson 1 Diwali music

Learning about the festival of Diwali and respond to music through movement.

Lesson 2 Hanukkah music

Learning dances and instruments from the festival of Hanukkah.

Lesson 3 Kwanzaa music

Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums.

Lesson 4 Traditional Christmas music

Taking part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song.

Lesson 5 Christmas action songs

Creating and performing appropriate actions to represent Christmas song lyrics.

Unit 2: Music and movement

Lesson 1 Action songs

Learning why songs can have actions and some simple Makaton signs to accompany a song.



Overview of the units and lessons continued

Lesson 2 Finding the beat

Exploring a music beat through body movement.

Lesson 3 Exploring tempo

Learning to recognise and react to different tempos in music.

Lesson 4 Exploring tempo and pitch through dance

Expressing different pitches and tempos in music through dance.

Lesson 5 Music and movement performance

Performing two movement and movement songs.

Unit 3: Musical stories

Lesson 1 Moving to music

Listening to the lyrics and melody of the 'Teddy Bear's Picnic' and following instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece.

Lesson 2 Using instruments to represent characters

Listening to the classical piece and narrated story of 'Peter and the Wolf' by Sergei Prokofiev and recalling the characters from the story before exploring how each is represented in the music.

Lesson 3 Storytelling with actions

Using actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story.

Lesson 4 Using instruments to represent actions

Working in groups, children use instruments to represent action from sections of the story 'We're Going on a Bear Hunt' by Michael Rosen.

Lesson 5 Musical story composition

Writing, composing, practising and performing their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class.

Lesson 6 Musical story performance

Performing their musical story based upon a familiar routine, using movement to express moods or actions within the story.

Unit 4: Exploring sound

Lesson 1 Vocal sounds

Exploring using their voices to make a variety of sounds.



Overview of the units and lessons continued

Lesson 2 Body sounds

Exploring a music beat through body movement.

Lesson 3 Instrumental sounds

Exploring using instruments to make a variety of sounds.

Lesson 4 Environmental sounds

Using instruments to make sounds from the environment.

Lesson 5 Nature sounds

Listening to sounds in nature and try to recreate them.

Unit 5: Big band

Lesson 1 What makes an instrument?

Learning about different musical instruments, children then use recyclable materials to create and play their own instruments.

Lesson 2 Introduction to orchestra

Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor.

Lesson 3 Follow the beat

Following a beat using an untuned instrument and play their instruments together to match the beat.

Lesson 4 Tuned and untuned instruments

Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time.

Lesson 5 Big band performance

Selecting appropriate instruments to represent different parts of a song before performing a practised song to a small audience.

Teacher guide

The teacher guide for our Music scheme helps you to include Music on an ongoing basis within your setting, ensuring that children are putting their musical skills into practice to achieve a greater depth of learning. From resource lists to enhance your classroom to advice on observing children at play and what to look out for, the guide covers how to encourage children to use and develop their growing musical skills both within your continuous provision and as part of child-led play.

Teacher guide: Music and continuous provision

Guidance on how to include music within your regular classroom provision.



The approach

Children in the Early Years learn best through play and practical application of skills. Our Music scheme has been designed to align with cutting-edge Early Years pedagogy to ensure that not only are children accessing relevant areas of the curriculum but that they remain highly involved and engaged while doing so.

The lessons in each unit involve a blend of active games, independent tasks and opportunities to perform, with many of the sessions suitable for both indoor and outdoor learning. The age-appropriate lessons ensure that children are seamlessly moved from one activity to the next, without time to disengage from learning.

The play-based lessons focus on developing a wide range of musical skills, as well as developing an awareness and appreciation of different genres of music from around the world. Together, the sessions build a strong foundation of knowledge needed for music lessons in Key stage 1.

The very best way to ensure that children maintain and retain key skills is through repetition and revisiting concepts. Our teacher guide has been designed with this in mind and will help you to seamlessly weave music into the everyday life of your classroom.

Who is the EYFS Music scheme for?

The scheme is perfect for NQTs, RQTs or more experienced teachers, with no need for any previous musical knowledge or subject specialism.

The lessons are planned so that they can be taught by teachers or teaching assistants alike. All units, including more complex musical concepts such as tempo, pitch and musical composition, are introduced gradually, thoroughly explained and planned into easy-to-teach lessons, suitable for every staff member to deliver.

If you are eager to develop your subject knowledge, develop a subject specialism or improve confidence when teaching music, the scheme ensures that you get to grips with the requirements for the EYFS, safe in the knowledge that children are accessing deep levels of learning with all curriculum outcomes covered.

How can the EYFS Music scheme be used?

Lessons can either be delivered to a whole class or in smaller groups. Some lessons may work best when delivered in small groups, and this is clearly stated on each relevant plan under the 'Teacher notes' section.

When you deliver each lesson and unit is entirely your decision. You could choose to start with Unit 1 at the beginning of the year and teach one lesson per week, circling back around to the start when you have completed all 5 units. You could teach one lesson a fortnight, or even one a day as part of a series of 'music weeks'. You may find that combining Unit 3 with a traditional tales topic works particularly well. Unit 4 is also very well suited to aiding the development of Phase 1 and Phase 2 phonics skills.

Using the teacher guide, 'Music and continuous provision', will help you to develop a music-rich environment, in which children are able to constantly access and refine their skills.



Progression and assessment

The scheme includes questions to consider and things to look out for as you complete your observations and assessments of the children and 'next steps' are included with every plan, so that you can plan for progression.

As you work through the lessons and complete observations for each child, you will be able to gather evidence towards the Early Learning Goal (ELG) for 'Expressive Arts and Design.' This will help you to decide upon a best-fit picture for each child and will ultimately inform the Reception end-of-year profile, when the child is assessed as 'emerging', 'expected', or 'exceeding' the ELG.

The scheme will also help to contribute towards your assessment of children in each of the other six areas of learning, as well as the characteristics of effective learning. Curriculum links are provided on each plan, so you can easily see and record the progress children are making across the EYFS curriculum.

How does the EYFS Music scheme link to Year 1?

The lessons are a natural precursor to our Year 1 Music plans and focus not only on the music strand of the EYFS curriculum (found within 'Expressive Arts and Design'), but also how to incorporate music into all the other areas of learning, including maths and literacy.

Topics and concepts are introduced in imaginative and easy-to-understand ways, ensuring that children acquire a solid foundation of understanding and make a smooth transition to the KS1 scheme of work.

Both the EYFS and Year 1 Music schemes teach children all about tempo. While the Year 1 lessons focus on children creating their own musical compositions set at different tempos and using tuned instruments, the EYFS tempo lessons begin with a simple active game to help children identify whether music that they are listening to is fast or slow. This is because in order to understand how to use tempo as part of a composition or when playing an instrument, children first need to understand the meaning of fast and slow and how these terms relate to pieces of music. It is in this way that our schemes work together in perfect symbiosis – the EYFS scheme building the foundations and bridging the gaps so that children can enter Year 1 with all the building blocks in place to continue their musical journey.

5 useful hints and tips for teaching EYFS Music

- 1** Remember that you do not always need access to instruments to help children develop their musical skills. Listening activities (whether pre-recorded sounds or in the natural environment) and using our bodies for movement and creating sound are all fantastic ways to introduce children to a broad range of musical concepts.
- 2** Music in the Early Years doesn't just mean familiarity with traditional instruments (although we do recommend having a good stock of instruments in your continuous provision). Making music with pots and pans and other household items, creating homemade instruments from recycled materials, and encouraging children to explore body percussion are all part and parcel of building a solid foundation in music.



5 useful hints and tips for teaching EYFS Music continued

- 3** Music is a truly cross-curricular subject. You can weave elements of every other area of learning into music lessons, including phonics, cultural awareness and physical development.
- 4** Allow children time to use musical equipment independently. Children will develop a much deeper understanding if we give them regular access to musical instruments and pre-recorded music (to listen or move to) throughout the course of the day.
- 5** Don't underestimate the power of music in the Early Years! Setting aside specific time to explore musical concepts and develop familiarity with the vocabulary will set children on the path to becoming confident and competent musicians.