Music Curriculum

Curriculum Overview: EYFS to Year 6

Our music curriculum is built around the Oak National Academy music curriculum, which is fully aligned with the National Curriculum for Music. This document sets out the units taught in each year group, from EYFS through to Year 6.

Music in EYFS

2-Year-Olds

For our youngest children, music is experienced through everyday sensory and social play rather than formal teaching. Adults sing with children throughout the day, during routines, transitions and play, helping children to feel safe, settled and included.

This is guided by the Development Matters statements for babies and young toddlers, and children are supported to:

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, such as 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.

Adults model enjoyment of music, repeat favourite songs and rhymes often, and provide simple instruments and sound-makers for children to explore, laying the foundations for the more structured musical learning that follows in Nursery and Reception.

Nursery

In Nursery, music is woven into everyday continuous provision rather than taught as discrete lessons. Children have daily access to singing, rhymes, movement and simple instruments, both indoors and outdoors, and adults model and join in with musical play throughout the day.

This is guided by the Development Matters statements for three- and four-year-olds, and children are supported to:

- Join in with a large repertoire of songs, rhymes and chants, remembering more of the words over time.
- Listen with increasing attention to sounds, and respond to what they have heard by expressing their thoughts and feelings.
- Explore their voices and enjoy making sounds, singing the pitch and melodic shape of familiar songs.
- Create their own simple songs, or improvise a song around one they already know.
- Play instruments, including untuned percussion, with increasing control to express their feelings and ideas.
- Move and dance to music, developing large-muscle movements in response to rhythm and pulse.

Music also features regularly in whole-group routines such as singing to mark transitions and times of day, and in songs shared with the rest of the school, giving children an early sense of belonging to a wider musical community before they move into Reception.

Reception

In Reception, music is taught through the Expressive Arts and Design area of learning, supported by Oak National Academy's EYFS Expressive Arts and Design curriculum. This is delivered through six units across the year, each combining music with a cross-curricular topic:

- All about me
- Journeys and adventures
- Out and about
- Growth
- Habitats
- Out of this world (Space)

Within these units, children build on their Nursery experiences to further develop their singing voice, find and keep a steady pulse, copy and create simple rhythms, distinguish high and low sounds, and play instruments with increasing control. They are also given regular opportunities to perform simple songs and actions to an audience, building the confidence and enjoyment of music that they carry into Year 1.

This provision reflects the statutory Early Years Foundation Stage framework, in particular the Expressive Arts and Design and Communication and Language areas of learning, and ensures children are well prepared for the Year 1 music curriculum.

Curriculum Overview: Year 1 to Year 6

The table below shows the units taught in each year group across the school, following the Oak National Academy music curriculum sequence.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Start with singing: finding my singing voice	Singing together: how singing makes me feel	Compose and Create: exploring and performing rhythm patterns	Music and movement: feeling the pulse and changing the tempo	Compose and create: high and low melodic responses	Singing for performance: changing tempo and dynamics in our songs
Year 2	Start with singing: learning through singing games	Singing together: how singing helps us work together	Compose and create: recording our musical ideas using a graphic score	Music and movement: using symbols to represent pitch	Compose and create: improvising with four notes	Singing for performance: adding a simple vocal accompaniment / Compose and create: soundscapes of the sea
Year 3	Start with playing: adding percussive layers to build texture in our songs	Singing together: how songs are used in communities	Compose and Create: notating and performing using rhythm grids	Playing together: building texture with melody, drone and ostinato	Compose and Create: major pentatonic melodies	Singing for performance: holding a second part in rounds and partner songs
Year 4	Start with playing: adding layers to major and minor songs	Singing together: how stories are shared through song	Compose and Create: improvising within Hindustani classical music	Playing together: effective rehearsing as part of an ensemble	Compose and Create: composing a major melody on a stave	Singing for performance: discovering different ways to sing in harmony / Compose and create: cosmic programme music
Year 5	Sing, play, perform: adding tuned accompaniment to part-singing	Singing together: how songs unite us	Compose and rehearse: creating and combining minimalist cells	Playing together: discovering different vocal timbres	Compose and Create: composing a minor melody on a stave	Singing for performance: syncopation in songs
Year 6	Sing, play, perform: accompanying songs with polyrhythms	Singing together: music that comments on social change	Compose and rehearse: improvising with the minor pentatonic scale	Playing together: arranging and rehearsing a fusion performance	Compose and Create: creating melodic variations based on a theme	Singing for performance: conveying emotion and character through performance / Compose and create: nature documentary inspired film scores

The curriculum is organised around six recurring threads which run through every year group, allowing pupils to revisit and build on the same strands of musical learning over time:

- Developing our singing voice
- Creating, composing and improvising
- Notating and sharing music
- Performing as an ensemble
- Practising and preparing for a performance
- Music over time and in different places