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|  **EYFS EXPRESSIVE ARTS AND DESIGN leading to NC ‘MUSIC’** |
| **EARLY LEARNING GOALBeing 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. |
| ‘Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The scheme is a guide to each strand of musical learning from Reception to Upper Key Stage 2 in order for the opportunity to embed a deeper learning, knowledge, understanding and skills.’ (Charanga scheme of work overview) |
|   | Pre N1 | N1 | N2 | N3 | R1 | R2 | R3 |
|  | Skills taught in planned teaching activities | Skills taught through the Charanga scheme of work |
| **Knowledge / Skill** | Sing a range of well-known nursery rhymes and songsMoves when hears music (not necessarily in time)Explores instruments and the way they soundListens with increased attention to sounds | Sing a range of well-known nursery rhymes and songsPerform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with musicRemember and sing an entire simple songJoin in singing a song for the Christmas concertPlay simple percussion instruments with increasing control (loud, quiet, fast, slow) | Sing a selection of simple songs and nursery rhymesCopy a steady beat using body partsSing songs and nursery rhymes copying pitchName some of the percussion instrumentsCopy a simple rhythmic pattern using a percussion instrument | Show a greater awareness of melody when singing some familiar songsListen to some music and express my thoughts and feelings about what I have heard with supportCreate a new song similar to one that I already knowUse simple percussion instruments to express simple feelings and ideas with support | Sing an increasing selection of Nursery Rhymes and songsSing new songs as a group beginning to match pitch and melodyLearn and perform songs for an audience at the Christmas concert | Build on previous knowledge of playing percussion instruments, naming them and knowing how they are playedListen to a growing range of different types of music (pop, classical etc) and will comment on what I have heard with some support about the changesPlay pitch matching games | Sing a variety of song and Nursery Rhymes with greater confidenceDiscuss changes and patterns in musicShow greater control when playing musical instruments copying and extending simple rhythmic patternsSing a greater variety of sing and rhymes showing an increased awareness of melody and pitch when singingShow increased confidence in performing for othersUse simple percussion instruments to move in time to a piece of music or songExplore music making and perform with other in a groupSing a range of well-known nursery rhymes and songsPerform songs, rhymes, poems and stories with others, and try to move in time with music |
| **Checkpoint** | Listens to and joins in with Nursery rhymes | Uses a musical instrument to tap out a rhythmSings familiar nursery rhymesExplores different musical instruments and can talk about the sound it makes | Sings familiar songs or make up their own songsSing songs clearly using correct words that have been learned | Sings familiar Nursery Rhymes alongside playing instruments and following the rhythm | Remembers the words to a range of songs and nursery rhymesSings in a group, following a melody | Listens attentively, moves to and talks about music, expressing how it makes them feelSings on their own, increasingly matching the pitch and following the melody |