|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS EXPRESSIVE ARTS AND DESIGN leading to NC ‘MUSIC’** | | | | | | | |
| **EARLY LEARNING GOAL 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. | | | | | | | |
| ‘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 songs  Moves when hears music (not necessarily in time)  Explores instruments and the way they sound  Listens with increased attention to sounds | 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  Remember and sing an entire simple song  Join in singing a song for the Christmas concert  Play simple percussion instruments with increasing control (loud, quiet, fast, slow) | Sing a selection of simple songs and nursery rhymes  Copy a steady beat using body parts  Sing songs and nursery rhymes copying pitch  Name some of the percussion instruments  Copy a simple rhythmic pattern using a percussion instrument | Show a greater awareness of melody when singing some familiar songs  Listen to some music and express my thoughts and feelings about what I have heard with support  Create a new song similar to one that I already know  Use simple percussion instruments to express simple feelings and ideas with support | Sing an increasing selection of Nursery Rhymes and songs  Sing new songs as a group beginning to match pitch and melody  Learn 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 played  Listen 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 changes  Play pitch matching games | Sing a variety of song and Nursery Rhymes with greater confidence  Discuss changes and patterns in music  Show greater control when playing musical instruments copying and extending simple rhythmic patterns  Sing a greater variety of sing and rhymes showing an increased awareness of melody and pitch when singing  Show increased confidence in performing for others  Use simple percussion instruments to move in time to a piece of music or song  Explore music making and perform with other in a group  Sing a range of well-known nursery rhymes and songs  Perform 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 rhythm  Sings familiar nursery rhymes  Explores different musical instruments and can talk about the sound it makes | Sings familiar songs or make up their own songs  Sing 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 rhymes  Sings in a group, following a melody | Listens attentively, moves to and talks about music, expressing how it makes them feel  Sings on their own, increasingly matching the pitch and following the melody |