



EYFS links to NC Music

Music			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
3 /4 year olds: Communication & Language (CL) links: - Sing a large repertoire of songs Physical Development (PD): - Use large-muscle movements to wave flags and streamers, paint and make marks. Expressive Arts and Design (EAD) - 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. Reception CL links: - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.	(End of Reception Assessment point) EAD: Being Imaginative - 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.	Over their time in Pre - School	Reception
		Throughout the year: Poetry Basket - Learn a new poem each week. Children to develop their oracy skills with a focus on repetition, rhythm and rhyme and performance of the poems they learn. Children add actions to these poems and performance. In continuous provision: Children have access to musical instruments to explore how sounds can be made and changed. They enjoy making sounds louder, quieter, faster and slower. They also explore instruments and the different sounds they can make. Body Percussion – children add body percussion to songs and rhymes throughout the year. Ongoing throughout the year: - Children learn different songs and rhymes over the year. They have daily access to the song bag and will join in with these. - Children create their own songs and will sing familiar songs. Autumn Term:	Throughout the year: Poetry Basket - Learn a new poem each week. Children to develop their oracy skills with a focus on repetition, rhythm and rhyme and performance of the poems they learn. Children add actions to these poems and performance. In enhanced or outdoor continuous provision: Children have access to musical instruments to explore how sounds can be made and changed. They enjoy making sounds louder, quieter faster and slower. They also explore instruments and the different sounds they can make. Autumn Term: All about me – - Learn the 'Skeleton Song' linked to the story of Funny Bones. Children to learn the song and perform it with actions. - Body percussion – explore different ways to make sounds and 'music' using our bodies (clapping, stamping, tapping, patting). - Harvest time – learn The Harvest Time song with actions.

PD: - Combine different movements with ease and fluency. EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, 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.		Marvellous Me – - Learning about their bodies and finding features for themselves through stories and rhymes. (heads shoulders knees and toes, eyes, ears, nose and mouth) Celebrations, Stories and Rhyme Time– - Learn and perform different songs linked to Christmas and other special times. (eg fireworks/bonfire night) On the Move – - Add instruments and sounds to different stories and rhymes. - Learn different songs and rhymes linked to theme.	A Magical Time / Celebrations – - Nativity performance – children to learn and perform a collection of songs linked to the nativity. Children learn actions to link to the song. <u>Summer Term:</u> Minibeasts – - Learn a range of songs linked to theme of minibeasts – Out of the Ark songs.
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Charanga overview – Reception

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock- a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					

Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.
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Copy Cat Rhythm Games	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
High and Low Games	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
High and Low Games A. Play Together					Keep the beat of the song with a pitched note.	Revise existing.
High and Low Games B. Pitch Activities					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
High and Low Games C. Extended Options					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
Create your own Sounds using instruments		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.

Supporting Songs and Styles

1	2	3	4	5	6
Me! by Joanna Mangona	My Stories by Joanna Mangona	Everyone! by Joanna Mangona	Our World by Joanna Mangona	Big Bear Funk by Joanna Mangona	Reflect, Rewind and Replay
Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Funk.	Classical.
Celebration by Kool And The Gang	Roll Alabama by Bellowhead	We Are Family by Sister Sledge	Lovely Day by Bill Withers	Big Bear Funk by Joanna Mangona	William Tell Overture by Rossini
Happy by Pharell Williams Sing by The Carpenters	Boogie Wonderland by Earth Wind And Fire	Thula Baba by Hlabalela Ensemble	Beyond The Sea sung by Robbie Williams	I Feel Good by James Brown	Dance Of The Sugar Plum Fairy by Tchaikovsky
Sing A Rainbow by Peggie Lee	Don't Go Breaking My Heart by Elton John and Kiki Dee	ABC by The Jackson 5	Mars from The Planets Suite by Gustav Holst	Don't You Worry 'Bout a Thing sung by Incognito	Flight Of The Bumblebee by Rimsky-Korsakov
Happy Birthday by Stevie Wonder	Ganesh Is Fresh by MC Yogi	My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions	Frog's Legs And Dragon's Teeth by Bellowhead	My Promise by Earth Wind And Fire	Jupiter, The Bringer Of Jollity by Gustav Holst
Our House by Madness	Frosty The Snowman sung by Ella Fitzgerald	Conga by Miami Sound Machine	Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell	Superstition by Stevie Wonder	Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams
	Spiderman sung by Michael Bublé	Horn Concerto No 4: Third Movement – Rondo by Mozart	Singing In The Rain performed by Gene Kelly	Pick Up The Pieces by Average White Band	E.T. Flying Theme by John Williams

Listen and Respond

Knowledge	Skills
- To know twenty nursery rhymes off by heart. - To know the stories of some of the nursery rhymes.	- To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars.

Explore and Create (Musical Activities)

Knowledge	Skills
- To know that we can move with the pulse of the music. - To know that the words of songs can tell stories and paint pictures.	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

Singing

Knowledge	Skills
- To sing or rap nursery rhymes and simple songs from memory. - Songs have sections.	- To sing along with a pre-recorded song and add actions. - To sing along with the backing track.

Share and Perform

Knowledge	Skills
A performance is sharing music.	- Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about.

Curriculum Progression KS1 – KS2

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing <i>Listen to, review and evaluate music across a range of historical periods, genres, styles cultures and traditions, including the works of the great composers and musicians</i>	<i>Join in with familiar rhymes, songs and chants.</i> <i>Recognise and explore how sounds can be made and changed.</i> <i>Repeat and copy short rhythmic and melodic patterns.</i>	<i>Sing simple songs from memory with accuracy of pitch.</i> <i>Organise a limited range of sounds in different ways.</i> <i>Perform simple patterns and accompaniments keeping to a steady pulse.</i>	<i>Sing with increasing expression.</i> <i>Explore ways in which sounds can be combined and used expressively.</i> <i>Perform with control of pulse and awareness of what others are playing.</i>	<i>Sing with awareness of breathing and diction.</i> <i>Explore a range of musical genres.</i> <i>Maintain a simple part within an ensemble or choral group.</i>	<i>Sing with awareness of dynamics, phrasing and pitch control.</i> <i>Compare, contrast and combine a range of musical genre.</i> <i>Maintain an increasingly complex part in an ensemble or choral group</i>	<i>Make use of a range of expressive elements in own performance.</i> <i>Explain the processes of a range of musical genre and styles.</i> <i>Maintain a complex part in an ensemble or choral group</i>
Composition & Appraisal <i>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</i>	<i>Create and choose sounds in response to simple starting points.</i> <i>Recognise and identify changes in sounds and melodies.</i> <i>Represent sounds with symbols using pictures.</i>	<i>Choose and order sounds within simple structures, e.g. beginning, middle and end.</i> <i>Recognise how musical elements can be used to create different effects.</i> <i>Represent changing sounds with symbols, e.g. high/low, fast/slow.</i> <i>Identify ways of improving own work.</i>	<i>Improvise repeated patterns and create layers of sounds.</i> <i>Recognise how musical elements are combined and used expressively.</i> <i>Represent sounds and musical direction with symbols to create a simple score.</i> <i>Talk about the impact of changes made to improve work.</i>	<i>Improvise melodic and rhythmic phrases as part of a group performance.</i> <i>Combine musical elements to create a score.</i> <i>Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.</i> <i>Compose, improve and perform simple melodies and songs.</i>	<i>Improve melodic and rhythmic phrases using a range of simple structures.</i> <i>Use musical ideas and structures to compose a score.</i> <i>Use musical notation and devices, e.g. melody, and rhythms, chords and structure, to create a score.</i> <i>Compare, improve and perform an increasing range of melodies and</i>	<i>Improve and compose using elements of different genres and styles.</i> <i>Use harmonic and non-harmonics devices to develop musical ideas and effects.</i> <i>Use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part.</i> <i>Compare, improve and</i>

					songs with more than one part.	perform a range of melodies and songs combining different parts.
Musical Elements Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Identify <i>high</i> and <i>low</i> sounds in the environment. Identify <i>long</i> and <i>short</i> sounds in the environment. Identify <i>loud</i> and <i>soft</i> sounds in the environment. Identify <i>fast</i> and <i>slow</i> sounds in the environment. Listen to and repeat simple patterns of sounds. Use everyday language to describe to sounds.	Recognise and reproduce <i>high</i> and <i>low</i> sounds. Recognise and reproduce <i>long</i> and <i>short</i> sounds. Recognise and reproduce <i>loud</i> and <i>soft</i> sounds. Recognise and reproduce <i>fast</i> and <i>slow</i> sounds. Establish a steady beat. Explore similarities and difference between contrasting musical elements. Use simple musical vocabulary to describe sounds. Develop an awareness of songs with repeated phrases and rounds,	Compare and contrast sounds according to <i>pitch</i>. Compare and contrast sounds according to <i>duration</i>. Compare and contrast sounds according to <i>dynamics</i>. Compare and contrast sounds according to <i>tempo</i>. Explore the effect of silence. Use a <i>cyclical pattern</i> (fixed number of beats repeated continuously) Use simple musical vocabulary to describe both sounds and the way they are produced. Develop an awareness of <i>rounds, call and response, marching songs and sea shanties</i>.	Explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA Improvise a repeated pattern (<i>Ostinato</i>). Use notation associated with <i>duration</i>, e.g. <i>crochet-one beat, minim- two beats, quaver-half beat</i>, Recognise differences in <i>dynamic</i> levels, e.g. <i>soft, loud etc</i> Gain awareness that the top number of a <i>time signature</i> denotes the number of beats in each bar, <i>the metre</i>. Create and perform <i>linear</i> and <i>cyclical patterns</i>. Listen to, discuss and analyse simple songs with <i>verse and chorus, and Rondo</i>.	Explore and use simple eight note scales, e.g. <i>C to C</i> or <i>five note pentatonic scales</i>. Create and use three note chords, e.g. <i>CEG, (root, third, fifth)</i>. Use notation associated with <i>duration</i>, e.g. <i>crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc</i>. Recognise features such as <i>crescendo, diminuendo</i>. Identify and create more complex patterns, maintaining own part. Recognise the difference between <i>unison</i> and <i>harmony</i>. Listen to, discuss and analyse <i>hooks, riffs and musical clichés</i>.	Create and perform musical pieces containing more than one <i>pentatonic scale</i>. Create an accompaniment using a range of <i>repeating chords</i>. Use knowledge of notation to depict rhythmic phrases and patterns. Recognise a range of dynamic features including, <i>accents, sfz etc</i>. Invent a complex cyclical pattern using beats and patterns of different lengths. Explore complex structures containing more than one melody. Listen to, discuss and analyse <i>ballads and groove form hooks</i>.

