



EYFS/KS1 Music Overview



We are following the Essex scheme of work: Charanga Musical School. Children understand musical concepts through a repetition-based approach to learning. The strands of learning below are part of the learning spiral and over time, children develop both new musical skills and concepts and re-visit established musical skills and concepts.

		Autumn	Spring	Summer			
EYFS	Topic	All about me/Super Me/Food & Drink		Growing Magic/Flutterby Butterfly/Hot and Cold, Fire & Ice			
	Unit name	Me!	My Stories	Everyone!	Our World	Big Bear Funk (Transition unit to prepare for year 1)	Reflect, Rewind and Replay
	Musical Learning Focus	<ul style="list-style-type: none"> Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music (pulse, rhythm and pitch) Listening to and learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform learning that has taken place. 					
	Expressive Arts and Design	Development Matters Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, 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.	Development Matters Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, 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.	Statutory framework for the early year's foundation stage <u>Expressive Arts and Design</u> <ul style="list-style-type: none"> Being Imaginative and Expressive ELG *Invent, adapt and recount narratives and stories with peers and their teacher. *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.			
Yr 1	Topic	Toy Story		Eager Explorers	Fighting Fit		

Unit name		Hey You! (Old school Hip-Hop)	Rhythm in the way we walk and Banana Rap (Reggae)	In the groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)	Round and Round (Bossa Nova)	Your imagination (Pop)	Reflect, rewind and replay (Classical)
Listen and Appraise	Knowledge	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 					
	Skills	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 					
Interrelated dimensions of music	Knowledge	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 					
	Skills	<ul style="list-style-type: none"> To find the pulse of a song. To copy back short rhythmic phrases based on words with one and two syllables. To create rhythms for others to copy. To listen and sing back a rhythm. 					
Singing	Knowledge	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 					
	Skills	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices- you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 					
Playing	Knowledge	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 					
	Skills	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part or medium part). Listen to and follow musical instructions from a leader. 					
Improvising	Knowledge	<ul style="list-style-type: none"> To understand improvisation is about making up your own tunes on the spot. To understand when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise. 					
	Skills	<ul style="list-style-type: none"> To listen and clap back our own rhythm. To sing back your own rhythm. To improvise using one or two notes. 					
Composition	Knowledge	<ul style="list-style-type: none"> To understand composing is like writing a story with music. To know that everyone can compose. 					
	Skills	<ul style="list-style-type: none"> To create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down. 					

	Performance	Knowledge	<ul style="list-style-type: none"> To know a performance is sharing music with other people, called an audience. 				
		Skills	<ul style="list-style-type: none"> To record a performance and say how they are feeling about it. 				
	Outcome		To perform to an audience and play an instrumental part.	To perform to an audience and play an improvisation.	To perform to an audience and play a composition.		
Yr 2	Topic	Towers and Turrets		London's Burning		Bugs Life	
	Unit name	Hands, feet, heart (Afropop, South African)	Ho Ho Ho (Rap)	I wanna play in a band (Rock)	Zootime (Reggae)	Friendship Song (Pop)	Reflect, rewind and replay (Classical)
	Listen and Appraise	Knowledge	<ul style="list-style-type: none"> To know the five songs off by heart. To know some songs have a chorus or a response/ answer part. To know that songs have a musical style. 				
		Skills	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 				
	Interrelated dimensions of music	Knowledge	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 				
		Skills	<ul style="list-style-type: none"> To be able to find the pulse. To be able to listen to the rhythm and clap back. To be able to create rhythms for others to copy. To listen and sing back a rhythm. 				
	Singing	Knowledge	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice eg rapping (spoken word). To know why we need to warm up our voices. 				
		Skills	<ul style="list-style-type: none"> To learn about voices singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voices- you can rap (spoken word with rhythm). To learn to find a comfortable singing position. To learn to start and stop singing when following a leader. 				
	Playing	Knowledge	<ul style="list-style-type: none"> To learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class. 				
		Skills	<ul style="list-style-type: none"> To treat instruments carefully and with respect. To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). To play the part in time with the steady pulse. 				

			<ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. 		
	Improvising	Knowledge	<ul style="list-style-type: none"> To understand improvisation is making up your own tunes on the spot. To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise, and you can use one or two notes. 		
		Skills	<ul style="list-style-type: none"> To listen and clap back an answer (rhythm of words). To use voices and instruments to listen and play back an answer using one or two notes. To improvise using one or two notes. 		
	Composition	Knowledge	<ul style="list-style-type: none"> To know that composing is like writing a story with music. To know that everyone can compose. 		
		Skills	<ul style="list-style-type: none"> To help create three simple melodies using one, three or five different notes. To learn how the notes of the composition can be written down and changed if necessary. 		
	Performance	Knowledge	<ul style="list-style-type: none"> To know that a performance is sharing music with an audience. To know that a performance can be a special occasion and involve a class, a year group or a whole school. To know an audience can include your parents and friends. 		
		Skills	<ul style="list-style-type: none"> To choose a song learnt and perform it. To add ideas to the performance. To record the performance and say how they are feeling about it. 		
	Outcome		To perform to an audience and play an instrumental part.	To perform to an audience and play an improvisation.	To perform to an audience and play a composition.

	Singing	✓	✓	✓	✓	✓	✓
	Playing	✓		✓	✓	✓	
	Improvising	✓		✓	✓	✓	
	Composition	✓		✓	✓	✓	✓
	Performance	✓	✓	✓	✓	✓	✓
	Outcome	To perform to an audience and play an instrumental part.		To perform to an audience and play an improvisation.		To perform to an audience and play a composition.	
Yr 2	Topic	Towers and Turrets		London's Burning		Bugs Life	
	Unit name	Hands, feet, heart (Afropop, South African)	Ho Ho Ho (Rap)	I wanna play in a band (Rock)	Zootime (Reggae)	Friendship Song (Pop)	Reflect, rewind and replay (Classical)
	Listen and Appraise	✓	✓	✓	✓	✓	✓
	Interrelated dimensions of music	✓	✓	✓	✓	✓	✓
	Singing	✓	✓	✓	✓	✓	✓
	Playing	✓		✓	✓	✓	
	Improvising	✓		✓	✓	✓	
	Composition	✓		✓	✓	✓	✓
	Performance	✓	✓	✓	✓	✓	✓
Outcome	To perform to an audience and play an instrumental part.		To perform to an audience and play an improvisation.		To perform to an audience and play a composition.		

Autumn – Assembly songs and Nativity song

Spring – Mothering Sunday songs

Summer – Assembly songs