

Expressive Arts and Design and Music Learning Sequence

EYFS Curriculum intent statement- Expressive Arts and Design (Music)

Our music curriculum within our Early years classrooms has the intent to foster a lifelong love of music by nurturing children's artistic and cultural awareness, imagination, and self-expression. Guided by the UK's Development Matters framework, we provide frequent, high-quality musical experiences that build foundational skills across Expressive Arts and Design, Communication and Language, and Physical Development.

Basic entitlement - Play and Perform, Create and Compose, Appraising, Listening and understanding

Nursery (2-3 year olds)	
Learning (skills and knowledge)	
Key learning	
SPECIFIC AREA- EXPRESSIVE ARTS AND DESIGN	
Toddlers and young children (2-3) will be learning 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, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Clap to music	
Covered through daily provision in activities such as...	
Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the toddler. Provide a range of different types of singing, sounds and music from diverse cultures. Introduce children to a broad selection of action songs from different cultures and languages. Play and perform music with different: • dynamics (loud/quiet) • tempo (fast/slow) • pitch (high/low) • rhythms (pattern of sound) Introduce children to songs, including songs to go with routines e.g. "This is the ways we wash our hands...". Provide children with instruments and with 'found objects' e.g. tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments. Sing songs regularly so that children learn the words, melody and actions off by heart. Encourage children to accompany action songs. They can do this with their own movements or by playing instruments.	

Nursery (3-4 year olds)

Learning (skills and knowledge)

Key learning

SPECIFIC AREA- EXPRESSIVE ARTS AND DESIGN

3 and 4-year-olds will be learning to:

- 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.
- Clap or tap to the pulse of songs or music sometimes finding the correct pulse with an adult

Covered through daily provision in activities such as...

Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods.

Play sound-matching games

Sing songs with different pitch and tempo and ask children to imitate what they are hearing and/ or copy the pattern

Use songs with and without words

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.

Encourage children to experiment with different ways of playing instruments

Record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

Sing songs and play music games that encourage body percussion and keeping time, particularly clapping/ stamping etc.

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Reception					
Learning (skills and knowledge)					
Key learning					
SPECIFIC AREA- EXPRESSIVE ARTS AND DESIGN					
Children in Reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses. • Discuss changes and patterns as a piece of music develops. • 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. • Clap to the pulse of the music					
Covered through daily provision in activities such as...					
Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words, call-and-response songs, so that children can echo phrases of songs you sing. Build up a strong repertoire of 'known' songs and rhymes. Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music.					
Charanga Units taught sequentially and additional musical opportunities					
Charanga: Me!	Charanga: My Stories	Charanga: Everyone!	Charanga: Our World	Charanga: Big bear funk	Charanga: Reflect, rewind and replay
Number songs/ nursery rhymes	Number songs/ nursery rhymes	Number songs/ nursery rhymes	Number songs/ nursery rhymes	Number songs/ nursery rhymes	Number songs/ nursery rhymes
	Christmas performance and traditional carols	Musical instruments-African drumming	Easter Celebration songs		End of year show songs

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National Curriculum intent statement- Music

Our Music curriculum develops a progressive appreciation for rhythm, melody, and composition across various cultures and eras. Supported by our chosen scheme, Charanga, and tied dynamically into our school topics, children learn to sing, play instruments, and improvise with increasing confidence. Music requires discipline and teamwork; by performing together, children learn to listen deeply and adapt. We encourage children to make great choices in expression and collaboration, giving them the platform to be their best performers and appreciative listeners.

Basic entitlement – Play and Perform, Create and Compose, Appraising, Listening and understanding

Year 1					
Learning Outcome (Can I...)		Learning (skills and knowledge) Key learning			
Across the academic year the following skills will be taught:					
Controlling sounds through singing and playing (Play and Perform)		Use voices in different ways such as speaking, singing and chanting Create and choose sounds Perform simple rhythmical patterns, beginning to show an awareness of pulse Think about others when performing			
Creating and developing musical ideas (Create and Compose)		Know about and experiment with sounds Recognise and explore how sounds can be organised Identify and organise sounds using simple criteria e.g. loud, soft, high low			
Responding and reviewing (Appraising)		Talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep Think about and make simple suggestions about what could make their own work better. E.g.: play faster or louder			
Listening and applying knowledge and understanding		Begin to identify simple repeated patterns and follow basic musical instructions Begin to understand that musical elements can be used to create different moods and effects Begin to represent sounds with simple sounds including shapes and marks Listen to short, simple pieces of music and talk about when and why they may hear it. E.g.: a lullaby or Wedding march			
Charanga Units taught sequentially and additional musical opportunities					
Charanga: Hey you!	Charanga: Rhythm in the way we walk and Banana Rap. Christmas performance and traditional carols	Charanga: In the Groove	Charanga: Round and Round Easter Celebration Songs	Charanga: Your Imagination.	Charanga: Reflect, Rewind, Replay. End of year show songs

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Year 2					
Learning Outcome (Can I...)		Learning (skills and knowledge) Key learning			
Across the academic year the following skills will be taught:					
Controlling sounds through singing and playing (Play and Perform)		Use voices expressively and creatively Sing with the sense of shape of the melody Create and choose sounds for a specific effect Perform rhythmical patterns and accompaniments, keeping a steady pulse Think about others while performing			
Creating and developing musical ideas (Create and Compose)		Repeat short rhythmic and melodic patterns Begin to explore and choose and order sounds using the interrelated dimensions of music			
Responding and reviewing (Appraising)		Respond to different moods in music and explain thinking about changes in sound Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments			
Listening and applying knowledge and understanding		Identify and recognise repeated patterns and follow a wider range of musical instructions Understand how musical elements create different moods and effects Confidently represent sounds with a range of symbols, shapes or marks Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby			
Charanga Units taught sequentially and additional musical opportunities					
Charanga: Questions and answers - hello and hey friends.	Charanga: Let's keep singing. Christmas performance and traditional carols	Charanga: Sound and Symbol 1	Charanga: Sound and Symbol 2 Easter Celebration songs	Charanga: Around the world	Charanga: The Power of Communication. End of year show songs

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Year 3					
Learning Outcome (Can I...)		Learning (skills and knowledge) Key learning			
Across the academic year the following skills will be taught:					
Controlling sounds through singing and playing (Play and Perform)		Sing in unison, becoming aware of pitch Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes Think about others while performing			
Creating and developing musical ideas (Create and Compose)		Create simple rhythmical patterns that use a small range of notes Begin to join simple layers of sound, e.g. a background rhythm and a solo melody			
Responding and reviewing (Appraising)		Explore and comment on the way sounds can be used expressively Comment on the effectiveness of own work, identifying and making improvements			
Listening and applying knowledge and understanding		Listen with attention and begin to recall sounds Begin to understand how different musical elements are combined and used to create an effect Begin to recognise simple notations to represent music, including pitch and volume Listen to and begin to respond to music drawn from different traditions and great composers and musicians			
Charanga Units taught sequentially and additional musical opportunities					
Samba	Christmas performance and traditional carols	Charanga: The three little birds: Reggae	Charanga: The Dragon Song: Pop Easter Celebration Songs	Charanga: Bring us together: Disco	History of music End of year show songs

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Year 4					
Learning Outcome (Can I...)		Learning (skills and knowledge) Key learning			
Across the academic year the following skills will be taught:					
Controlling sounds through singing and playing (Play and Perform)		Sing in unison maintaining the correct pitch and increasing expression Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics Think about others while performing			
Creating and developing musical ideas (Create and Compose)		Create rhythmical and simple melodic patterns using an increased number of notes Join layers of sound, thinking about musical dynamics of each layer and understanding the effect			
Responding and reviewing (Appraising)		Recognise and explore the ways sounds can be combined and used expressively and comment on this effect Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome			
Listening and applying knowledge and understanding		Listen to and recall patterns of sounds with increasing accuracy Understand how different musical elements are combined and used expressively Understand and begin to use established and invented musical notations to represent music Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians			
Charanga Units taught sequentially and additional musical opportunities					
Recorders Chranga: Mamma Mia - Pop	Charanga: Stop!: Grime Christmas Performance and Traditional Carols	Lean on Me by Bill Withers Appraise	Easter Celebration Songs	Charanga: Blackbird: The Beatles/Pop	History of music End of year show songs

Additional opportunities for whole school music teaching and learning towards the objectives set out for the individual year groups	
Performance to an audience: Harvest Festival Christmas production/Traditional carols Easter Celebration worship End of year show	
Instrumental tuition Whole class: Whole class Samba project (KS2 year A) Whole class alternative instrument project (KS2 Year B) Individual on requested basis: Piano, Guitar	
Music of the week: Music of the week introduces children to a new song, composer, or genre every week to build listening skills and cultural awareness. This occurs during assemblies and start of the day welcome activities. Pupils discuss the mood, tempo, and instruments they hear in each piece as well as likes/ dislikes and comparing genres Autumn 1 1. Mozart 2. Instrument Focus: Woodwind 3. Soul: Aretha Franklin, Marvin Gaye, Otis Redding, Al Green, James Brown 4. Ballets 5. Acapella / Barber Shop 6. Rolling Stones 7. Around the World: India	

Autumn 2 1. Jazz Bands 2. Stevie Wonder 3. Around the World: Africa 4. WWII 5. Christmas in different countries 6. Church Christmas 7. Pop Christmas

Spring 1 1. Abba 2. Jimmy Hendrix 3. Michael Jackson 4. Blues 5. Around the World; China 6. Bono / U2 7. Instrument Focus: Violin / Cello / strings

Spring 2 1. Tchaikovsky 2. Drum and Bass 3. Holst - the Planets 4. Gospel 5. Rap / Hip Hop 6. Instrument Focus -Classical guitar 7. Disney Music

Summer 1 1. 1940's Swing - Glenn Miller 2. Vivaldi - The 4 seasons 3. John Williams - Film Music 4. Folk Music 5. Mash-ups 6. Reggae - Bob Marley 7. Elvis Presley

Summer 2 1. Frank Sinatra 2. Beat-Boxing 3. Piano Instrument Focus (Einaudi) 4. Britpop 5. Stage N Screen 6. The Beatles 7. Class favourites