



# EYFS to Year One Progression Document: Music (Charanga)



## Being Imaginative and Expressive ELG

- 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.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<ul style="list-style-type: none"> <li>- Engage in nursery rhymes</li> <li>- Listen to a variety of music</li> <li>- Explore uses of instruments</li> </ul>	<p>Taught through Charanga:</p> <p><b>Singing:</b>  <b>Me Unit</b>            Pat – a - cake            1 2 3 4 5 Once I Caught a Fish Alive            This Old Man            Name Song            Things for Fingers  <b>Our World</b>            Old Macdonald            Incy Wincy            Baa Baa Black Sheep            Row Row Row Your Boat            Wheels on the Bus            Hokey Cokey  <b>Big Bear Funk</b>            Big Bear Funk</p> <p><b>Listen and Appraise:</b>            Explain our feelings when we listen to music.            Move to music: dancing, marching, being animals.  <i>(Above taught through song units below)</i></p> <p><b>Me Unit</b>            Celebrate (Kool &amp; Gang)            Happy (Pharell)            Sing (Carpenters)            Sing a Rainbow (Peggie Lee)            Happy Birthday            Our House  <b>Our World</b>            Lovely Day (Bill Withers)            Beyond the Sea (Robbie Williams)            Mars (Holst)            Singin in the Rain (gene Kelly)  <b>Big Bear Funk</b>            I Feel Good (James Brown)</p>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Sound</li> <li>- Hear</li> <li>- Shout</li> <li>- Whisper</li> <li>- Loud</li> <li>- Quiet</li> <li>- Singing</li> <li>- High</li> <li>- Low</li> <li>- Echo</li> <li>- Music</li> <li>- Pulse</li> <li>- Rhythm</li> <li>- Pitch</li> <li>- Melody</li> <li>- Perform</li> <li>- Performance</li> </ul>	<p>know a range of simple songs and nursery rhymes.</p> <p>know how to play simple instruments by tapping and beating.</p> <p>know how to keep the pulse using different body parts like clapping, marching and stamping.</p> <p>know how to change their vice so that they can sing, say, whisper, make it loud and quiet, high and low.</p> <p>Know that a performance is sharing music.</p>	<p><b>Autumn - Hey You Unit:</b>            Listen and appraise <i>Hey You</i> identify pulse and discuss emotions and meaning. Introduce basic musical terms. Introduce playing instruments along with the song.            Listen and appraise <i>Rappers' Delight</i> Continue singing <i>Hey You</i> and introduce improvisation using voice and/or instruments.            Listen and appraise <i>U Can't Touch This</i> Work on composing small musical phrases and incorporating them into <i>hey You</i>            Perform <i>Hey You</i> as a group, integrating singing, instrumental accompaniment, improvisation, and composition.</p> <p><b>Spring – Round and Round</b>            Listen and appraise <i>Oye Como Va</i> by Santana.            Use movement to find the pulse and discuss the song's style and characteristics.            Compare <i>Oye Como Va</i> with <i>Round and Round</i>, identifying similarities and differences.            Introduce playing instruments along with the song.            Continue singing <i>Round and Round</i> and introduce improvisation using voice and/or instruments.            Work on composing small musical phrases and incorporating them into <i>Round and Round</i>.</p>

	<p>Don't You Worry (Incognita)  My Promise (Earth, Wind &amp; Fire)  Superstition (Stevie Wonder)  Pick Up the Pieces (Average White Band)</p> <p><b>Explore and Create</b></p> <p><b>Pulse</b>  Find the pulse in different ways  Copy clap rhythm:  - names  - short phrases  - short rhythms  - 3 or 4 word phrases</p> <p><b>Pitch</b>  Find/make high low sounds using voices and glockenspiels  Keep beat of a song with a pitched note  Add pitched notes C D E to rhythm of a phrase</p> <p><b>Compose</b>  Use one note to compose a pattern to go with a song  Use starting note of a song to create melodic patterns using one or two notes</p>			<p>Perform <i>Round and Round</i> as a group, integrating singing, instrumental accompaniment, improvisation, and composition.</p> <p><b>Summer – Imagination:</b>  Listen and appraise 'Your Imagination' by Joanna Mangona and Pete Readman. Discuss the pulse, rhythm, and emotions evoked by the song. Introduce key musical vocabulary.  Listen and appraise 'Pure Imagination' from Willy Wonka &amp; The Chocolate Factory. Compare it with 'Your Imagination' in terms of musical elements, structure, and emotional impact.  Learn to sing the verses and chorus of 'Your Imagination'  Introduce composition techniques. Encourage pupils to create their own lyrics or melodies to add to the song  Perform 'Your Imagination' as a group, integrating singing, instrumental accompaniment, improvisation, and composition.</p>
<p>Throughout Reception, children are regularly exposed to singing nursery rhymes and songs related to the days of the week. We explore pitch and sound across all areas of learning, which greatly supports information retention. All children also have opportunities to learn and perform in various celebration assemblies, including the Harvest Festival and our Christmas Nativity. Early and consistent exposure to music helps ensure a smooth transition into Year 1, where children continue their musical journey through units within the Charanga scheme, following a similar sequence of lessons to explore new learning.</p>				

