



*Greenlands Community Primary School*  
*EYFS Long Term Plan:-Expressive Art and Design*  
*Music Charanga)*

<b>Educational Program</b>	<p><b>Expressive Arts and Design</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<b>CoEL</b>	<p><b>Playing and Exploring</b> Children investigate and experience things, and ‘have a go’.</p> <p><b>Active Learning</b> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p><b>Creating and Thinking Critically</b> Children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>

<b>Development Matters</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>					
<b>ELG</b>	<p><b>Expressive Arts and Design - Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate –try to move in time with music.</li> </ul>					
	<b>Autumn 1 Me!</b>	<b>Autumn 2 My stories</b>	<b>Spring 1 Everyone</b>	<b>Spring 2 Our World</b>	<b>Summer 1 Big Bear Funk</b>	<b>Summer 2 Reflect, Rewind and Replay</b>
<b>Key Vocab</b>	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, slow, fast, perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, slow, fast, perform, rap, unison, Funk.	Pulse, rhythm, pitch, high sounds, low sounds, tempo, slow, fast, perform, rap, unison

Skills Progression	Know nursery rhymes by heart	Know nursery rhymes by heart	Know nursery rhymes by heart	Know nursery rhymes by heart Know what a rap is	Know songs by heart Know that songs have sections	Know songs by heart Know that songs have sections
	Know the stories of some of the nursery rhymes.	Know the stories of some of the nursery rhymes.	Know the stories of some of the nursery rhymes.	Know that the words of songs can tell stories and paint pictures.	Know that the words of songs can tell stories and paint pictures.	Know that the words of songs can tell stories and paint pictures.
	Know that we can move with the pulse of the music. Know that a performance is sharing music.	Know that we can move with the pulse of the music.	To know that we can move to a pulse of music.	Know that we can move with the pulse of the music.	Know that we can move with the pulse of the music.	Know that we can move with the pulse of the music.
	Know that we can make music with body parts and voices	Know that a performance is sharing music.	To know what the rhythm, pulse and pitch are	Know that a performance is sharing music.	Know that a performance is sharing music.	Know that a performance is sharing music.
	Know that we can make music with body parts, voices and instruments	Know that we can make music with body parts, voices and instruments	To know that we can make music with body parts, voices	Know that we can make music with body parts, voices and instruments	Know that we can make music with body parts, voices and instruments	Know that we can make music with body parts, voices and instruments
	Know what the rhythm, pulse and pitch are	Know what the rhythm, pulse and pitch are		Know what the rhythm, pulse and pitch are	Know what the rhythm, pulse and pitch are	Know what the rhythm, pulse and pitch are

	<p>Enjoy listening to the music and respond through dancing or other movement.</p> <p>Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.</p> <p>Copy back the rhythm of their name.</p>	<p>Enjoy listening to the music and respond through dancing or other movement. Invent imaginary characters through movement or dancing.</p> <p>Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.</p> <p>Copy back a rhythm from the words of the song.</p>	<p>Enjoy listening to the music and responding to music through dancing or other movement. Enjoy listening to the music and responding to different speeds through dancing or other movement.</p> <p>Find the pulse in different ways and show this through actions eg marching, jumping, moving</p> <p>Copy back the rhythms of phrases in the song.</p>	<p>Enjoy listening to the music and responding through dancing or other movement.</p> <p>Find the pulse in different ways and show this through actions eg marching, jumping, moving.</p>	<p>Enjoy listening and dancing to funk music.</p> <p>Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear.</p> <p>Copy back the rhythm of words from the video. Clap the rhythm of words from the song.</p>	<p>Enjoy listening and dancing to a range of music</p> <p>Find the pulse in different ways and show this through actions</p> <p>Copy back the rhythm of words from the video. Clap the rhythm of words from the song.</p>
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	Copy sounds they can hear to distinguish high pitched sounds from low pitched sounds	Copy phrases from the songs to discuss high pitched sounds from low pitched sounds.  Play a pitched note or sound in time with the pulse	Copy sounds they can hear to distinguish high pitched sounds from low pitched sounds.  Play a 1-note pattern in time with the pulse. Learn to sing the songs in unison with support.  Add actions or substitute a word in some sections.	Copy sounds they can hear to distinguish high pitched sounds from low pitched sounds.  Play a 1-note pattern in time with the pulse.		
	Learn to sing the song in unison with support.	Learn to sing the song in unison with support.	Choose one of the songs or the rap	Learn to sing the songs in unison with support.	Learn to sing the songs in unison with support.	Learn to sing the songs in unison with support.
	Add actions or substitute a word in some sections.	Add actions or substitute a word in some sections.		Add appropriate actions or substitute a word in some sections.	Add actions or substitute a word in some sections.	Add actions or substitute a word in some sections.
	Choose one of the songs and perform	Choose one of the songs and perform it		Choose one of the songs and perform it	Choose one of the songs and perform it	Choose one of the songs and perform it

	it with any actions you have created.	with any actions you have created.	and perform it with any actions you have created. Listen back to the performance.	with any actions you have created. Listen back to the performance.	with any actions you have created. Listen back to the performance.	with any actions you have created. Listen back to the performance.
	<p>Find the pulse.</p> <p>Copy-clap the rhythm of names.</p> <p>Explore high sounds and low sounds using voices and glockenspiels</p>	<p>Find the pulse as one of the characters from the song.</p> <p>Copy-clap the rhythm of small phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Invent a pattern to go with a song using one note.</p>	<p>Invent ways to find the pulse.</p> <p>Copy-clap the rhythm of small phrases from the songs.</p> <p>–</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>	<p>Find the pulse and show others your ideas.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Explore high pitch and low pitch using the images from the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>	<p>Find a funky pulse.</p> <p>Copy-clap 3 or 4 word phrases from the song.</p> <p>Keep the beat of the song with a pitched note.</p> <p>Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>	<p>Find the pulse and show others your ideas.</p> <p>Copy-clap 3 or 4 word phrases from the song.</p> <p>Keep the beat of the song with a pitched note.</p> <p>Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>

## Key Learning Linked to Music (Lancashire)

### Singing

Well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.

### Making Music

Using voice, objects, home-made and real musical instruments and a range of ICT.

### Perform

Familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.

### Movement

Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music.