



Emmbrook Infant School EYFS & KS1 Music Overview: Progression of Key Skills & Knowledge

EYFS					
Termly Topic Enquiry focus Autumn	Key Skills & Knowledge EYFS Framework	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion	Cultural capital/ Significant Musicians
<p>People who help us/ Festival and Celebrations</p> <p>Who can help us?</p> <p>Why are festivals special for people?</p>	<p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ➤ Children listen attentively, move to and talk about music, expressing their feelings and responses ➤ Children sing and perform a range of well-known nursery rhymes and songs ➤ Children sing in a group or on their own, increasingly matching the pitch and following the melody ➤ Children explore and engage in music making and dance, performing solo or in groups 	<p>Learn the welcome song, goodbye song and days of the week song to sing each day.</p> <p>Nursery rhymes to sing – Autumn 1:</p> <ul style="list-style-type: none"> - Pat-a-cake - Humpty Dumpty - 1, 2, 3, 4, 5 Once I Caught a Fish Alive - Grand Old Duke of York - 5 Little Speckled Frogs <p>Christmas Play songs – Autumn 2:</p> <ul style="list-style-type: none"> - Bumpy Journey - Knock knock knock at the door - Away in a Manger - It was on a Starry Night - The Kings' Rap - Alleluia <p>Poem: group Christmas poem</p> <p>People who help us song on Espresso</p> <p>Clapping the beat as we sing Singing at a slower and faster tempo Singing loudly and quietly</p> <p>LISTEN TO: Johann Pachelbel – Canon in D</p> <p>Dance sessions in P.E.</p> <ul style="list-style-type: none"> - Free style dancing - Dancing to the beat (bopping, jumping, pointing etc 	<p>Singing some familiar nursery rhymes and some new ones.</p>	<p><u>Literacy</u> – Comprehension, Word reading</p> <p><u>Physical Development</u> – Gross Motor Skills</p> <p><u>Communication</u> – Speaking, Listening, Attention and Understanding</p>	<p>Johann Pachelbel – Canon in D</p> <p>Traditional nursery rhymes</p>



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Termly Topic <u>Enquiry focus</u> <u>Spring</u>	Key Skills & Knowledge EYFS Framework	<u>Lesson Progression</u>	Spiral knowledge building Termly/Annually	Curriculum Cohesion	Cultural capital/ Significant Musicians
<p><u>Traditional tales /Space</u></p> <p>Which is your favourite traditional story character and why?</p> <p>Where would you go in Space?</p>	<p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ➤ Children listen attentively, move to and talk about music, expressing their feelings and responses ➤ Children sing and perform a range of well-known nursery rhymes and songs ➤ Children sing in a group or on their own, increasingly matching the pitch and following the melody ➤ Children explore and engage in music making and dance, performing solo or in groups 	<p>Nursery rhymes to sing – Spring 1:</p> <ul style="list-style-type: none"> - Row row row your boat - Jack and Jill - Sing a song of sixpence - Little Bo Beep - 5 Little Ducks Went Swimming One Day <p>Nursery rhymes to sing – Spring 2:</p> <ul style="list-style-type: none"> - Twinkle Twinkle - Baa Baa Black Sheep - Hey Diddle Diddle - Incy Wincy Spider - 5 Little Men in a Flying Saucer <p>Poem to recite: Two Feet (Julia Donaldson) The Owl and the Pussy Cat</p> <p>Recite the story of The Three Billy Goats Gruff Recite the story of The Three Little Pigs</p> <p>Troll Song (youtube clip) The Solar system song Class assembly songs</p> <p>Clapping and repeating back rhythms</p> <p>LISTEN TO: The Banana Boat Song (Day O) – Harry Belafonte</p> <p>Dance stations in P.E.</p> <ul style="list-style-type: none"> - Using scarves, ribbons and pom poms. 	<p>Continue to sing daily songs and songs from Autumn term</p> <p>Build on reciting skills to learning stories</p> <p>Build on tempo and clapping the beat when clapping rhythms</p> <p>Move from using body to objects when moving in time to music</p>	<p><u>Literacy</u> – Comprehension, Word reading</p> <p><u>Physical Development</u> – Gross Motor Skills</p> <p><u>Communication</u> – Speaking, Listening, Attention and Understanding</p>	<p>The Boat Song (Day O) – Harry Belafonte</p> <p>Traditional nursery rhymes</p>



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<p><u>Mini Beasts / Dinosaurs</u></p> <p>Where could you find a minibeast?</p> <p>Would you see a dinosaur today?</p>	<p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ➤ Children listen attentively, move to and talk about music, expressing their feelings and responses ➤ Children sing and perform a range of well-known nursery rhymes and songs ➤ Children sing in a group or on their own, increasingly matching the pitch and following the melody ➤ Children explore and engage in music making and dance, performing solo or in groups 	<p>Nursery rhymes to sing – Summer 1:</p> <ul style="list-style-type: none"> - Polly Put The Kettle On - One Two buckle My Shoe - See Saw Margery Daw - Three Blind Mice - 5 Little Monkeys Swinging in the Tree <p>Nursery rhymes to sing – Summer 2:</p> <ul style="list-style-type: none"> - One Finger One Thumb - Ride a Cock Horse - Wind the Bobbin Up - Pop Goes To Weasel - 5 Currant buns in a Baker’s Shop <p>Poem to recite: Shhhh! (Julia Donaldson) I Know an Old Lady Who Swallowed a Fly</p> <p>Recite the story of Whatever Next</p> <p>Please Don’t Squish Me song Twist and Hop Minibeast Bop (Tony Mitten) Dinosaurumpus (Tony Millon)</p> <p>Make up own rhythms – clapping and using instruments</p> <p>LISTEN TO: The Dashing White Sergeant</p> <p>Dance stations in P.E.</p> <ul style="list-style-type: none"> - Skipping in time to music - Learn a simple dance routine 	<p>Continue to sing daily songs and songs from Autumn and Spring term</p> <p>Build on clarity and confidence when reciting poems and stories</p> <p>Use instruments to tap out rhythms and make up own ones</p> <p>Use skills of moving in time to music to performing a simple dance routine in time.</p>	<p><u>Literacy</u> – Comprehension, Word reading</p> <p><u>Physical Development</u> – Gross Motor Skills</p> <p><u>Communication</u> – Speaking, Listening, Attention and Understanding</p>	<p>The Circassian Circle (The Scottish Fiddle Orchestra)</p> <p>Traditional nursery rhymes</p>



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Year 1						
<u>Termly Topic Enquiry focus</u> Autumn	<u>NC Key Skills and Knowledge</u>		<u>Lesson Progression</u>	<u>Spiral knowledge building</u> Termly/Annually	<u>Curriculum Cohesion /Cultural Capital</u>	<u>Cultural capital/ Significant Musicians</u>
Bears Geography Which bear would you like to visit and why?	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<u>Inter-related dimension of music:</u> Pitch	Music Express: Animals, p. 14-16 1. Moving and singing high and low pitches. 2. Sing and listen to differing pitches. Group instruments according to pitch. 3. Sing different pitches. Sequence pitch cards and perform	Build on skills practised in reception of singing songs with an increasing accuracy of pitch. Build on skills of keeping the beat and identifying tempo introduced in reception.	Maths RE	Mozart – Piano Sonata no. 11 in A major
	<ul style="list-style-type: none"> play tuned and untuned instruments musically 					
	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<u>Inter-related dimension of music:</u> Tempo	Music Express: Number, p. 11-13 1. Keep a steady beat. Count the beats. Music includes Tchaikovsky's Nutcracker Ballet. 2. Identify different tempo in a song and in In the Hall of the Mountain King. 3. Play a steady beat			
	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 		Christmas songs practise			
<u>Termly Topic Enquiry focus</u> Spring	<u>NC Key Skills and Knowledge</u>		<u>Lesson Progression</u>	<u>Spiral knowledge building</u> Termly/Annually	<u>Curriculum Cohesion /Cultural Capital</u>	<u>Cultural capital/ Significant Musicians</u>



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<p>Bridges and the Life of Isambard Kingdom Brunel (Horace King)</p>	<p>➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>Inter-related dimension of music:</u> Dynamics</p>	<p>Separate lesson plan:</p> <ol style="list-style-type: none"> 1. Explore loud and quiet sounds 2. Identify dynamics with starfish/ tuck position. Discuss how different dynamics make you feel. 3. Decide on a dynamic to create a specific mood. 	<p>Exploring dynamics and thinking about effects they create</p>	<p>Science Maths</p>	<p>The Circle of Life – Lion King – Elton John</p>
<p>Could we live without bridges?</p>	<p>➤ play tuned and untuned instruments musically</p>	<p><u>Inter-related dimension of music:</u> Duration</p>	<p>Separate lesson plan:</p> <ol style="list-style-type: none"> 1. Listen for an ostinato. Join in and clap repeated rhythm. 2. Identify notes as long or short in a rhythm, using children’s names as examples. 3. Make different repeated patterns using children’s names and clap the rhythms. 	<p>Build on clapping back rhythms from FS2 to identifying long and short durations in notes</p>		
	<p>➤ listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><u>Inter-related dimension of music:</u> Pitch</p>	<p>Music Express: Seasons, p. 23-25</p> <ol style="list-style-type: none"> 1. Sing and perform different pitch shapes. Identify different pitches as high, middle or low. 2. Sing different pitches 3. Listening for particular pitches. Listen to Saint-Saens’ The Cuckoo (for instruments, mood, repeated calls) 	<p>Build on skills of identifying different pitches to singing different pitches accurately.</p>		
	<p>➤ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Inter-related dimension of music:</u> Tempo</p>	<p>Music Express: Machines, p. 20-22</p> <ol style="list-style-type: none"> 1. Keeping a steady beat. Sequence sound cards and perform to steady beat. 2. Perform body percussion/ actions/ untuned instruments to a steadybeat and on the correct beats of the bar whilst keeping in time. 3. Listen and describe changing tempo. Play at different tempos, following picture clues and a ‘conductor’ 	<p>Build on skills of clapping the beat to performing (on untuned percussion/ body) to a particular tempo. Introduce reacting to changing tempo.</p>		



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<p>The Victorians-old and new History</p> <p>Was it ever fun being a Victorian child?</p>	<p>➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>Inter-related dimension of music:</u> Dynamics</p>	<p>Separate lesson plan</p> <ol style="list-style-type: none"> 1. Explore loud and quiet percussion instruments and different ways to play them. 2. Follow directions of whether to play loudly or quietly. Read notation. 3. Compose a piece of music with contrasting dynamics. Follow a conductor. 	<p>Notate dynamics and compose with contrasting dynamics.</p>	<p>English</p>	<p>Edward Elgar - Pomp and Circumstance March no. 1 in D major</p>
<p>Is a tree a plant? Science</p>	<p>➤ play tuned and untuned instruments musically</p>	<p><u>Inter-related dimension of music:</u> Duration</p>	<p>Separate lesson plan</p> <ol style="list-style-type: none"> 1. Make patterns using 'apple' and 'pear' to represent short notes and long notes. Clap and play back patterns. 2. Read and play patterns. 3. Make up a 4 beat rhythm. Child to clap for class to clap back. Can choose to use musical notation for crotchets and quavers. 	<p>Clapping rhythms and making up own rhythms. Introduce notation.</p>		
	<p>➤ listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><u>Inter-related dimension of music:</u> Tempo Dynamics Duration Timbre Texture Structure</p>	<p>Music Express: Our School, p. 27-29</p> <ol style="list-style-type: none"> 1. Listen and identify real classroom sounds. Children to find items in their classroom that make sounds. Make a class composition of the sounds. Copy rhythms. 2. Explore the sounds of percussion instruments. Explore how dynamics/ tempo/ duration can create two different moods and atmospheres. 3. Listen to environmental sounds. Re-create the sounds on percussion instruments to create a sound scape. 	<p>Introduce new dimensions of music: timbre and texture</p>		



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	<p>➤ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Inter-related dimension of music:</u> Pitch Tempo Dynamics Duration</p>	<p>Music Express: Storytime, p. 32-34</p> <ol style="list-style-type: none">1. Match a piece of music to a picture. The Dance of the Sugar Plum Fairy. Explain reasons. Add sound effects to a rap – then recreate then with percussion instruments.2. Illustrating a scene / storyline with music – thinking about timbre/ tempo/ dynamics.3. Listen and match music to a scene/ storyline. Learn songs and a chant and perform including the music compositions from previous session.	<p>Apply skills and understanding of pitch, tempo, duration and dynamics that children have practised and developed over the year to create creating different moods, atmospheres and story scenes.</p>		
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Year 2						
<u>Termly Topic</u> <u>Enquiry focus</u> Autumn	<u>NC</u> <u>Key Skills and Knowledge</u>		<u>Lesson Progression</u>	<u>Spiral knowledge building</u> <u>Termly/Annually</u>	<u>Curriculum Cohesion</u> <u>/Cultural Capital</u>	<u>Cultural capital/</u> <u>Significant Musicians</u>
Indians and Oceans Habitats (Geography) Why don't we all live in the sea	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<u>Inter-related dimension of music:</u> Pitch	Music Express: Water, p. 38-40 1. Shape of melody – highs and lows. Show with low body actions – high body actions. 2. Highs and lows demonstrated on tuned instruments 3. Selecting sound and specific pitches to represent animals	Build on skills and knowledge of identifying different pitches and singing different pitches accurately and use in represent something (animals) Build on skills and knowledge of identifying tempo and keeping the beat and use in represent something (theme park)		Tarakka Bindige – composed by Purandara Dasa
	<ul style="list-style-type: none"> play tuned and untuned instruments musically 					
	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<u>Inter-related dimension of music:</u> Tempo	Music Express: Travel, p. 41-43 1. Sing a song, adding actions then tuned accompaniment. 2. Sing a song adding actions. Listen and comment on tempo and the beat. Match music to imagery. 3. Listen for specific instrument sounds in a piece of music. Perform rhythms with a steady beat. Improvise to represent a theme park.			
	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
<u>Termly Topic</u> <u>Enquiry focus</u>	<u>NC</u> <u>Key Skills and Knowledge</u>		<u>Lesson Progression</u>	<u>Spiral knowledge building</u> <u>Termly/Annually</u>	<u>Curriculum Cohesion</u> <u>/Cultural Capital</u>	<u>Cultural capital/</u> <u>Significant Musicians</u>
The Fire of London Samuel Pepys	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<u>Inter-related dimension of music:</u> Dynamics	Separate lesson plan: 1. Listen and notate dynamics of Vivaldi's Spring	Build on skills of identifying contrasting dynamics and	Maths	It Don't Mean a Thing – Duke



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<p>The Court of Henry VIII (History)</p> <p>Spring</p> <p>Was the Fire of London all bad?</p>			<ol style="list-style-type: none"> 2. Listen for sudden changes in dynamics or gradual. Discuss the moods this creates. 3. Build a class crescendo and diminuendo 4. 	<p>using them to create a particular mood or effect.</p>	<p>Ellington. Sung by Ella Fitzgerald.</p>
	<p>➤ play tuned and untuned instruments musically</p>	<p><u>Inter-related dimension of music:</u> Duration</p>	<p>Music Express: Our bodies, p. 17-19</p> <ol style="list-style-type: none"> 1. Listen for the ostinato. Sing and keep the beat. Describe and perform with dynamics. Play rhythms. 2. Moving to and then performing long and short durations keeping a steady beat 3. Perform rhythms to a steady beat – through movement then instruments. 	<p>Practise performing different rhythms. Perform to a steady beat.</p>	
	<p>➤ listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><u>Inter-related dimension of music:</u> Pitch</p>	<p>Music Express: Animals, p. 20-22</p> <ol style="list-style-type: none"> 1. Listen and describe pitch. Show the pitch through movement and imitation 2. Read graphic notation of pitch. Create your own pitch line. 3. Compose your own pitch line. Perform to class. 	<p>Use knowledge already acquired on pitch read a graphic notation and create your own one.</p>	
	<p>➤ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Inter-related dimension of music:</u> Tempo</p>	<p>Music Express: Toys, p. 11-13</p> <ol style="list-style-type: none"> 1. Match music to picture (commenting on differing tempi). Follow 4 time metre score. 2. Sing in time and clap the steady beat. 3. Match music to picture. Describe changing tempi. 	<p>Use knowledge of tempo to follow a 4 time metre score. Identify and describe changing tempo.</p>	



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Earth & Space Why was a footprint so important?	➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes	<u>Inter-related dimension of music:</u> Dynamics	Separate lesson plan: 1. Read, follow and sing dynamic markings 2. Add own dynamic markings and sing song accordingly. 3. Add instruments to song to reinforce dynamics.	Build on notating dynamics and following notations Performing rhythms in groups of 4 and 8 – move on from copying rhythms to composing own ones. Build on introduction of timbre in year one and explore further. Listening, identifying and describing contrasting timbres. Creating a specific sound. Applying all knowledge and skills to create music for a storyline.	Maths Geography English	Gustav Holst – ‘The Planets’
	➤ play tuned and untuned instruments musically	<u>Inter-related dimension of music:</u> Duration	Music Express: Number, p. 23-25 1. Clap the beat then the rhythms. 2. Play the rhythms on untuned instruments. 3. Count the beat in groups of 4 or 8. Play an ostinato. Compose an ostinato.			
	➤ listen with concentration and understanding to a range of high-quality live and recorded music	<u>Inter-related dimension of music:</u> Structure Timbre	Music Express: Our land, p. 14-16 1. Listen for contrasting sections and describe. Explore water-inspired sound and instruments. 2. Listen for contrasting sections and describe. Explore ice-inspired sound and instruments. 3. Rehearse the chants, vocal sounds, instrument sounds from previous two sessions. Children perform in groups. Evaluate performances.			
	➤ experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Inter-related dimension of music:</u> Pitch Dynamics Tempo Duration Timbre	Music Express: Storytime, p. 26-28 1. Identify percussion instruments by sound. Listen and visualise storyline to music. Re-create music to the story. 2. Choose objects and characters to feature in your spooky scene. Describe them. Choose sounds to represent them. 3. Listen and comment on scary classical music. Add percussion sounds to your objects and characters. Perform.			

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