Music

Progression of knowledge and skills

Subject leader overview EYFS to Year 6

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Curriculum support

Kapow Primary's curriculum access is being improved to make resources more searchable, user-friendly and sustainable.

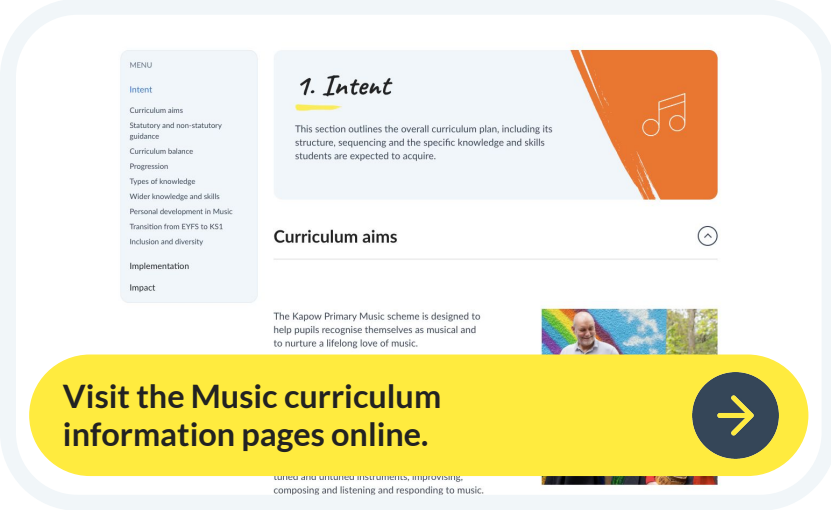
Curriculum information pages and curriculum portals bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

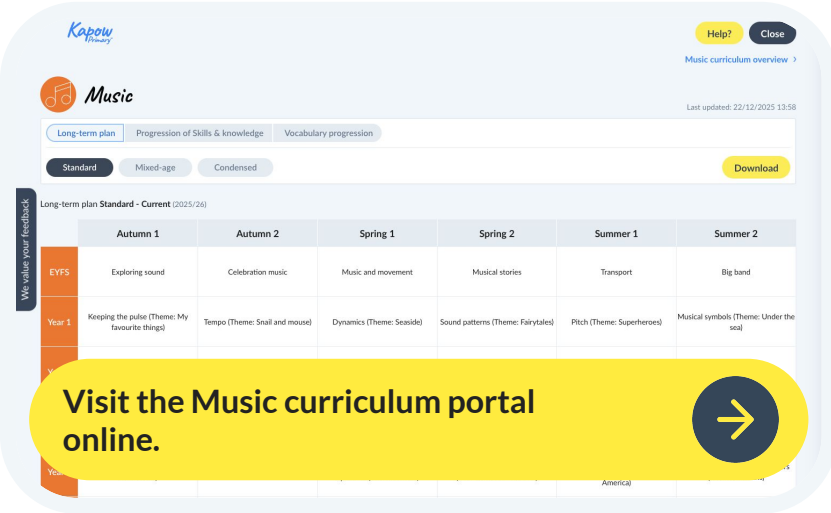
Curriculum information pages

These pages outline the intent, implementation and impact of the Kapow Primary curriculum, including the rationale behind the approach. They act as a central hub for curriculum guidance, with links to related resources, embedded media and FAQs to support understanding.

Curriculum portals

The curriculum portals provide an online view of each subject's long-term plan and progression. They bring together key unit information, including national curriculum links, British values and SMSC, knowledge and skills, vocabulary and cross-curricular connections, allowing easy navigation between whole-school and unit-level views.





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Introduction

An overview of the **skills** and knowledge covered in each year group and strand and how these skills are developed through Kapow Primary's Music scheme of work.

Opportunities to recognise and apply the **inter-related dimensions of music** run throughout each of our strands and our scheme of work and re highlighted in pink in this document.

As Creating sound is a new strand being introduced to our curriculum, the statements for Key Stage 2 are not currently included. We are gradually integrating this strand to ensure that pupils have established a solid foundation of the necessary technical knowledge before they advance to the Year 3 content.

Notation is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2. Although the National Curriculum for Key Stage 1 does not mention staff notation, we believe it is beneficial for pupils to begin recognising simple forms of notation in Key Stage 1, to better prepare them for more formal staff notation in Key Stage 2.

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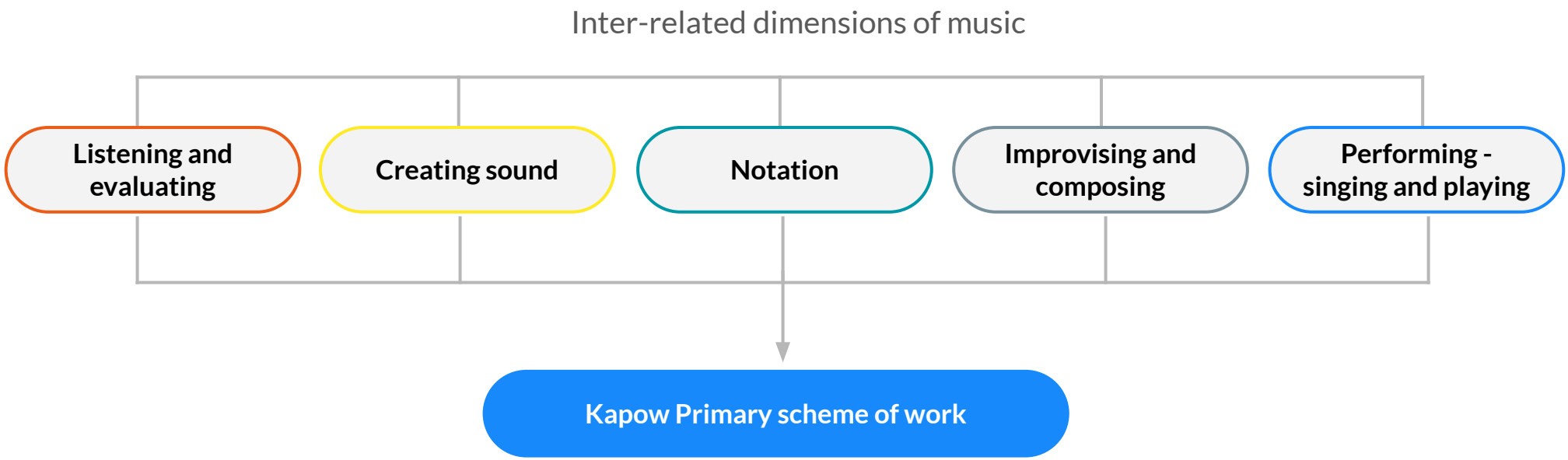
How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch.
- Duration (including pulse and rhythm).
- Dynamics.
- Tempo.
- Timbre.
- Texture.
- Structure.
- Appropriate musical notation.

The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

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<table>
<tr><th></th><th>EYFS</th><th>EYFS- Development matters</th><th>Year 1</th><th>Year 2</th><th>National curriculum end of Key Stage 1</th></tr>
<tr><td rowspan="2">Listening and responding to music</td><td>Listening appropriately to someone leading a short musical phrase, song or rhyme.

Exploring spontaneous movement with different parts of their body in response to music.

Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).

Using artwork or creative play as a way of expressing feelings and responses to music.</td><td rowspan="2">Children in reception will be learning to:

• Listen attentively, move to and talk about music, expressing their feelings and responses.</td><td colspan="2">Listening with concentration to short pieces of music or excerpts from longer pieces of music.

Engaging with and responding to longer pieces of music.</td><td rowspan="2">Pupils should be taught to:

• Listen with concentration and understanding to a range of high-quality live and recorded music.</td></tr>
<tr><td>Coordinating the speed of their movements to match the speed of the music (not the beat).

Beginning to move in time with the beat of the music.

Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</td><td>Confidently moving in time with the beat of the music when modelled.

Beginning to keep movements to the beat of different speeds of music.

Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</td></tr>
<tr><td>Analysing</td><td>Identifying and imitating sounds from a variety of music.

Considering whether background music and sound effects can enhance storytelling.</td><td colspan="2">Identifying some common instruments when listening to music.

Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).

Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).

Recognising simple patterns and repetition in pitch (e.g. do re mi).

Talking about the tempo of music using the vocabulary of fast and slow.

Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.

Talking about the pitch of music, using the vocabulary of high and low.</td></tr>
</table>

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	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Evaluating	Showing preferences for certain music or sounds.	Children in reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses.	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.		Pupils should be taught to: • Listen with concentration and understanding to a range of high-quality live and recorded music.
Cultural and historical awareness of music	Listening to music from a wide variety of cultures and historical periods.		Appreciating music from a wide variety of cultures and historical periods.		
	To recognise and name at least two instruments from Groups A and B.		To recognise and name the following instruments: up to three instruments from Groups A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.		

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Listening and evaluating

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Listening and responding to music	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		Pupils should be taught to: • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Analysing	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre.	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.	

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Listening and evaluating

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Evaluating	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Pupils should be taught to: • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Cultural and historical awareness of music	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	

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<table>
<tr><th></th><th>EYFS</th><th>EYFS- Development matters</th><th>Year 1</th><th>Year 2</th><th>National curriculum end of Key Stage 1</th></tr>
<tr><td rowspan="3">Singing repertoire*</td><td rowspan="3">Singing short, rhythmic rhymes and songs.</td><td rowspan="5">Children in reception will be learning to:

• Sing in a group or on their own, increasingly matching the pitch and following the melody.</td><td colspan="2">Singing simple songs, chants and rhymes from memory.

Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</td><td rowspan="5">Pupils should be taught to:

• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</td></tr>
<tr><td>Competently singing songs with a very small pitch range (two notes that are different but close together).</td><td>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</td></tr>
<tr><td colspan="2">Breathing at appropriate times when singing.</td></tr>
<tr><td rowspan="2">Singing technique</td><td rowspan="2">Using both speaking and singing voices.

Unconsciously beginning to sing to the pulse of a song.

Exploring vowel sounds through call and response activities.</td><td>Exploring changing their singing voice in different ways.

Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</td><td>Adapting their singing voice to be loud or soft at the direction of a leader.

Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.

Singing part of a given song in their head (using their ‘thinking voice’).</td></tr>
</table>

Please note: the suggested pitch ranges and songs in the scheme are designed to gradually explore a wider pitch range over time in a focused way.

During class assemblies and productions, pupils may be asked to sing or perform songs beyond these pitch ranges. Be aware that children's voices and pitch ranges develop at different rates and they may not be able to sing in tune accurately throughout the entire piece.

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	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Instruments	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)	Children in reception will be learning to: • Explore and engage in music making and dance, performing solo or in groups.	Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.)		Pupils should be taught to: • Play tuned and untuned instruments musically.
Posture	Finding a comfortable static position when playing instruments or singing.		Maintaining a comfortable position when sitting or standing to sing and play instruments.		

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	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
Understanding notation	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.
Representing pitch	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.		
			Recognising pitch patterns using dots.	Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).	
Representing rhythm	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.		

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Please note: Notation is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Understanding notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	Pupils should be taught to: • Use and understand staff and other musical notations.
Representing pitch and rhythm	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	

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	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of key stage 1
Stimulus and purpose	Exploring and imitating sounds from their environment and in response to events in stories.	Children in reception will be learning to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Pupils should be taught to: • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Improvising	Exploring and imitating sounds.		Improvising simple question and answer phrases, using untuned percussion or voices.		
Creating and selecting sounds	Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.		Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	
Sequencing	Playing sounds at the relevant point in a storytelling.		Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	

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	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Stimulus and purpose	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	Pupils should be taught to: • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • Improvise and compose music for a range of purposes using the interrelated dimensions of music
Improvising	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.	
Creating and selecting sounds	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.	
Sequencing	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	

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<table>
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<tr><td>Understanding and evaluating performance</td><td>Beginning to say what they liked about others' performances.</td><td rowspan="4">Children in reception will be learning to:

• 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.</td><td colspan="2">Offering positive feedback on others' performances.</td><td rowspan="4">Pupils should be taught to:

• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

• Play tuned and untuned instruments musically.</td></tr>
<tr><td>Awareness of music</td><td>N/A</td><td colspan="2">Starting to maintain a steady beat throughout short singing performances.</td></tr>
<tr><td>Awareness of self</td><td>Facing the audience when performing.

Spontaneously expressing feelings around performing.</td><td>Keeping head raised when singing.

Keeping instruments still until their part in the performance.</td><td>Standing or sitting appropriately when performing or waiting to perform.

Beginning to acknowledge their own feelings around performance.</td></tr>
<tr><td>Awareness of others</td><td>Performing actively as part of a group.

Demonstrating being a good audience member, by looking, listening and maintaining attention.</td><td>Performing actively as part of a group; keeping in time with the beat.

Showing awareness of leader particularly when starting or ending a piece.</td><td>Performing actively as a group, clearly keeping in time with the beat.

Following a leader to start and end a piece appropriately.</td></tr>
</table>

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	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
Understanding and evaluating performance	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.		Pupils should be taught to: • Sing and play musically with increasing confidence and control. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Awareness of music	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions.	
Awareness of self and others	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.	

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Date	Update
19.08.24	Extensive updates to the previous document to add our new strands and make updates to previous strands. See the *Music: Long-term plan* for more information.
05.03.26	Added curriculum support information (p.2).

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