



Holmesdale

Yearly Knowledge and Skills Progression

Subject: Music- We follow the KAPOW curriculum for Music

Year group: Nursery

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than the subject areas. Each area is split into 17 aspects, all of which are interwoven. The most relevant for music are taken from the following areas of learning: Expressive art and design, communication and language, personal, social and emotional development, physical development and understanding the world.

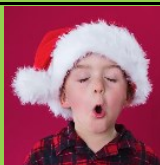
Kapow has identified 5 BIG IDEAS that run through our music curriculum.

1. Listening and evaluating
2. Creating sound
3. Notation
4. Improvising and Composing
5. Performing.

Kapow Units Across the Year

Autumn Term

Celebration Music



5 Lessons

Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.

Spring Term

Exploring Sound



5 Lessons

Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.

Summer Term

Music and Movement



5 Lessons

Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.

Autumn Term

Celebration Music



Key knowledge:

- To know that there are special songs we can sing to celebrate events.
- To understand that my voice or an instrument can match an action in a song.
- To recognise that different sounds can be long or short

Key skills:

- 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).
- Identifying and imitating sounds from a variety of music.
- Listening to music from a wide variety of cultures and historical periods. (*Not covered if following our condensed curriculum)
- Singing short, rhythmic rhymes and songs.
- Exploring different ways of making sound with everyday objects and 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.)*
- Exploring and imitating sounds.
- Selecting classroom objects to use as instruments.
- Selecting sounds that make them feel a certain way or remind them of something.

Scaffolding:

Children are supported to understand celebration songs through discussion, picture cues and examples linked to familiar events (e.g., birthdays, festivals). Actions within songs are modelled clearly, allowing children to match movements using their voices or simple instruments. Long and short sounds are explored through echo games, contrasting actions (e.g., long scarf wave vs. short clap), and instrument play where children choose whether to create a long or short sound. Visual symbols and repetition help all children recognise and describe sound length with growing confidence.

Vocabulary (Red vocabulary repeats throughout lessons)

Celebration Tradition	Music Actions	Dance	Traditional	Culture	Christmas	Christian
Cymbals	Tambourine	Kwanzaa	Africa	African Music	Instrument	Call
Response	Action songs	Rhythm	Beat	Sleigh Bells	Voice sounds	Body percussion

Spring Term
Exploring Sound



Key knowledge:

- To understand how to listen carefully and talk about what I hear.
- To know that sounds can be copied by my voice, body percussion and instruments.
- To understand that instruments can be played loudly or softly.

Key skills:

- Listening appropriately to someone leading a short musical phrase, song or rhymes
- Exploring spontaneous movement with different parts of their body in response to music.
- Expressing different spontaneous emotional reactions to music (smiling, movement, body language).
- Identifying and imitating sounds from a variety of music.
- Using both speaking and singing voices.
- Unconsciously beginning to sing to the pulse of a song.
- Exploring vowel sounds through call and response activities.
- 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.)*
- Finding a comfortable static position when playing instruments or singing.
- Developing an awareness of high and low through pictorial representations of sound.

- Exploring and imitating sounds from their environment and in response to events in stories.
- Exploring and imitating sounds.
- Experimenting with creating sound in different ways using instruments, body percussion and voices.

Scaffolding:

Children are taught to listen carefully through short focused listening tasks, supported with visual cues and simple prompts to describe what they hear. They learn to copy sounds using modelled examples, echo games and opportunities to explore voice, body percussion and instruments. Loud and soft playing is introduced through clear demonstrations, gesture signals and contrasting activities (e.g., big vs. tiny movements), enabling children to experiment safely and recognise the difference between quiet and loud sounds with growing control.

Vocabulary (Red vocabulary repeats throughout lessons)

High/higher	Low/lower	Fast	Slow	Sound	Voice	Whisper
Speaking	Body sounds	Rhythm	Beat	Stomp	Instrumental Sounds	Tempo
Drum	Triangle	Shaker	Tambourine	Creaking	Whoosh	Whistling
Rustling	Pitch	Nature Sounds	Loud	Quiet	Soft	Silence

Summer Term



Music and Movement

Key knowledge:

- To know that the beat is the steady pulse of a song.
- To recognise music that is 'fast' or 'slow.'
- To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.

Key skills:

- 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).
- Singing short, rhythmic rhymes and songs.
- Exploring and imitating sounds.
- Facing the audience when performing.
- Spontaneously expressing feelings around performing.
- Performing actively as part of a group.
- Demonstrating being a good audience member, by looking, listening and maintaining attention.

Scaffolding:

Children learn about the steady beat through repeated, modelled body actions such as clapping, marching and patting, helping them feel a constant pulse. Fast and slow music is explored using contrasting movement, supported by simple visual cues (e.g., tortoise/hare) so children can easily identify tempo changes. Adults model how to match movements to both tempo and beat, encouraging children to experiment with whole-body actions and copy clear examples. Repetition, gesture prompts and short listening tasks help all children develop awareness of pulse, speed and how their bodies can respond to both.

Vocabulary (Red vocabulary repeats throughout lessons)

Actions	Action songs	Sign Language	Makaton	Music	Scarf dance
Deaf	Communication	Communicating	Understand	Lyrics	Verse
Beat	Heartbeat	Pulse	Steady	Repeat	Constant
Drum	Piece	Composer	Tempo	Fast	Moderate
Medium	Slow	Pitch	High	Low	Triangle
Siren	Cello	Whistle	Sound	Dance	Perform/ Performance

Development Matters End Goals

Expressive art and design

By the end of nursery children should be...

- 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.

British Values:

- **Individual liberty**- Allows the children to act and express themselves freely. Allows each child to have different thoughts and feelings towards the music they are hearing or creating.
- **Democracy**- Children can make choices on the music they prefer. Children may be given choice in the songs they learn relating to topics.
- **Respect and tolerance**- Being respectful of other cultures and their music. Being tolerant of different types of music even if it isn't the child's preference.
- **Rule of law**- Children must follow the school rules to keep themselves and others safe.

How can we enrich this at Holmesdale?

- Harvest Assembly
- Christmas Nativity
- Singing assemblies
- African drumming workshop
- Opportunities to celebrate children's musical talent
- Visitor assemblies playing instruments/singing- local schools
- Songs as a part of daily routines