



Holmesdale

Yearly Knowledge and Skills Progression

Subject: Music- We follow the KAPOW curriculum for Music

Year group: Reception

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 have 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

##### Musical Stories



##### 5 Lessons

A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

#### Spring Term

##### Transport



##### 5 Lessons

Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

#### Summer Term

##### Big Band



##### 5 Lessons

Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

#### Autumn Term Musical Stories



#### Key knowledge:

- To understand that a piece of music can tell a story with sounds.
- To know that different instruments can sound like a particular character.
- To understand what 'high' and 'low' notes are.

#### 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.
- Considering whether background music and sound effects can enhance storytelling.
- Singing short, rhythmic rhymes and songs.
- 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.*)
- Finding a comfortable static position when playing instruments or singing.
- 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.
- Selecting sounds that make them feel a certain way or remind them of something.
- Playing sounds at the relevant point in a storytelling. (\*Not covered if following our condensed curriculum)
- 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 that music can tell a story through guided listening, using picture cues and simple narrative prompts to help them link sounds to events. Instruments are explored through modelling and choosing activities, where children match specific sounds to characters (e.g., a drum for a giant, a triangle for a fairy). High and low notes are introduced using physical actions (hands up for high, hands down for low) and vocal play, enabling children to respond non-verbally while developing early pitch awareness.

### End points:

Pupils who are **secure** will be able to:

- Identify whether music is fast or slow
- Move or play in time to a simple steady beat with adult modelling
- Use voice, body percussion, and instruments to mimic familiar sounds
- Follow a very simple symbolic score (one-to-one symbols and sounds)
- Begin to sing in time with others using the song's pulse
- Talk about a piece of music using simple vocabulary (fast, slow, loud, quiet)

### Vocabulary (Red vocabulary repeats throughout lessons)

Dynamic	Loud	Quiet	Musical Story	Tempo	Fast	Slow
High	Low	Dynamic	Percussion	Compose	Instrument	Pitch
Classical music	Lyrics	Melody	Character	Song	Lyrics	Names of percussion and other instruments

### Spring Term Transport



### Key knowledge:

- To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).
- To know that the beat is the steady pulse of a song.
- To recognise music that is 'fast' or 'slow.'

### 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).
- Considering whether background music and sound effects can enhance storytelling.
- Singing short, rhythmic rhymes and songs.
- 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 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.
- 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.
- Beginning to say what they liked about others' performances.
- 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 are supported through modelling and imitation, using voices and instruments to copy familiar environmental and vehicle sounds. Visual prompts and simple choices help children match instruments to sounds. The steady beat is introduced through repeated body actions (clapping, marching, patting) and linking the pulse to a "heart-beat" image. Fast and slow music is explored through contrasting movement (quick/slow steps) and simple visual cues (tortoise/hare). Sentence starters and gesture-based responses help all children describe what they hear, move appropriately to tempo changes, and begin to understand beat and pace in music.

### End points:

Pupils who are **secure** will be able to:

- Identify whether sounds are high or low
- Move their bodies to reflect tempo, pitch, or mood
- Choose an instrument to represent a character or event
- Respond emotionally or physically to music (smiling, dancing, gestures)
- Sing short songs or rhymes with growing confidence

**Vocabulary (Red vocabulary repeats throughout lessons)**

<b>Car</b>	<b>Boat</b>	<b>Train</b>	Fast	Slow	Speed
Cruise	Rowing	Water	Beat	Symbols	Slow
Slower	Stopping	Journey	Score	Slower	Faster

### Summer Term

#### Big Band



#### Key knowledge:

- To know that an orchestra is a big group of people playing a variety of instruments together.
- To know that music often has more than one instrument being played at a time.
- To understand that performing means playing a finished piece of music for an audience.

#### Key skills:

- Listening appropriately to someone leading a short musical phrase, song or rhyme.
- Identifying and imitating sounds from a variety of music.
- Singing short, rhythmic rhymes and songs.
- 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.*)
- Finding a comfortable static position when playing instruments or singing.
- 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.
- Selecting classroom objects to use as instruments.
- Selecting sounds that make them feel a certain way or remind them of something.
- 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 orchestras through images and short video or audio clips, supported by simple explanations that highlight many musicians playing together. They explore layered sounds by listening for two or more instruments at once, with visual icons to help identify what they hear. Performing is modelled clearly, with adults demonstrating how to face an audience, stay still before and after playing, and present a “finished piece.” Children practise this in small groups, using simple routines and praise to build confidence and understanding of what a performance involves.

#### **End points:**

Pupils who are **secure** will be able to:

- Identify that an orchestra contains different groups of instruments
- Recognise that music can have many sounds happening at the same time
- Follow a simple beat or pattern with an instrument when supported

- Select instruments for a purpose (soft sound, loud sound, tapping, shaking)
- Perform a short, practised musical piece to an audience with confidence
- Join in with group performance routines (start/stop, face the audience, stay still)

### Vocabulary (Red vocabulary repeats throughout lessons)

Music	Musical instrument	Sound	Tempo	Dynamic	Beat	Conductor
Percussion	Rhythm	Strings	Wind	Band	Shake	Tap
Bang	Strum	Jingle	Pitch	Orchestra	Sound	Brass

### Early Years Framework End Goals

*By the end of Reception, children will be able to...*

ELG Being imaginative and expressive

By the end of Reception, children sing a range of songs and rhymes, perform with others, move in time to the music, and create and explore sounds using instruments, voice, and body percussion. They express ideas and feelings through music and demonstrate confidence when performing.

### 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/orchestras
- Songs as a part of daily routines