



## Holmesdale

### Yearly Knowledge and Skills Progression

Subject: Music- We follow the KAPOW curriculum for Music

Year group: Year 1

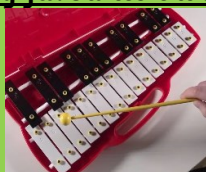
Kapow has identified 5 BIG IDEAS that run through our music curriculum.

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

### Kapow Units Across the Year

#### Autumn Term

##### Keeping the pulse (My favourite things)



##### 5 Lessons

Children explore keeping the pulse together through music and movement, by exploring their favourite things.

#### Spring Term

##### Sound Patterns (Fairytale)



##### 5 Lessons

Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.

#### Summer Term

##### Pitch (Superheroes)

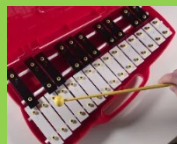


##### 5 Lessons

Learning how to identify high and low notes and to compose a simple tune to represent a superhero.

#### Autumn Term

##### Keeping the pulse (My favourite things)



#### Key knowledge:

- To know that notation is read from left to right.
- To know that pictorial representations of rhythm show sounds and rests.

#### Key skills:

##### **Listening and evaluating:**

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Beginning to move in time with the beat of the music.
- 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).
- Recognising and naming the following instruments: up to three instruments from *Groups A and B*.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.

##### **Creating sound:**

- Singing simple songs, chants and rhymes from memory.

- Competently singing songs with a very small pitch range (two notes that are different but close together).
- Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.
- Exploring changing their singing voice in different ways.
- Breathing at appropriate times when singing.
- Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

**Notation:**

- Reading different types of notation by moving eyes from left to right as sound occurs.
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests.

**Composing and improvising:**

- Improvising simple question and answer phrases, using untuned percussion or voices.

**Performing**

- Starting to maintain a steady beat throughout short performances.
- Keeping instruments still until their part in the performance.
- Performing actively as part of a group; keeping in time with the beat.
- Showing awareness of the leader, particularly when starting or ending a piece.

**Scaffolding:**

Children are introduced to notation by following simple pictorial sequences from left to right, supported with clear pointing, gesture cues and large visual cards to reinforce directionality. They explore rhythm pictures that show sounds and rests, using echo claps and tapping activities to help them interpret when to play and when to stay silent. Adults model each symbol and provide choices so children can match actions to pictures, gradually building awareness that notation represents patterns of sound and silence.

**End points:**

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

- Clap the rhythm of their name in time to the pulse.
- Sway or tap in time to the pulse.
- Sing a rhythm in time with the pulse.
- Copy rhythms based on word patterns using an instrument.
- Keep the pulse while playing a rhythm on an instrument.
- Follow instructions during a performance.

**Vocabulary**

Pulse	Singing voice	Speaking voice	Thinking voice	Character	Voice	Sound pattern
High	Low	Pattern	Performance	Pitch	Tempo	

**Spring Term**  
**Sound Patterns**  
**(Fairytales)**



**Key knowledge:**

- To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.

**Key skills:**

**Listening and evaluating**

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of 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).
- 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).
- Stating what they enjoyed about their peers’ performances.

**Creating sound**

- Developing an awareness of how dynamics are affected by the force with which an instrument is played.
- Using instruments imaginatively to create soundscapes which convey a sense of place.
- Using bilateral and hand-eye coordination to play/hold instruments using both hands.
- Starting to understand how to produce different sounds on pitched instruments.
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

**Composing and improvising**

- Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.
- Selecting objects and/or instruments to create sounds to represent a given idea or character.
- Playing and combining sounds under the direction of a leader (the teacher).

**Performing**

- Offering positive feedback on others’ performances.
- Keeping instruments still until their part in the performance.

**Scaffolding:**

Children explore loud, quiet and silent sections of music through guided listening and clear modelling, supported by simple gesture cues (big hands for loud, small hands for quiet, finger to lips for silent). Visual symbols and contrasting activities help them experience these differences physically—for example, playing instruments loudly or softly on cue and freezing completely for silence. Repetition, echo games and adult-led demonstrations ensure children begin to understand and describe each term with growing confidence.

## End points:

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

- Chant in time with others.
- Make changes to the dynamics (volume) of their voice to represent a character.
- Respond to hand signals when playing an instrument.
- Choose a suitable sound to represent a point in the story.
- Read simple rhythmic patterns comprising one beat sounds and one beat rests.
- Clap or play a rhythmic pattern along with spoken words.
- Play given sound patterns in time with the pulse.
- Follow instructions during a performance.
- Join in with repeated phrases using a character voice.

## Vocabulary

Character

Voice

Sound pattern

### Summer Term

#### Pitch

#### (Superheroes)



### Key knowledge:

- To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

### Key skills:

#### **Listening and evaluating**

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Coordinating the speed of their movements to match the speed of the music (not the beat).
- 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).
- Recognising simple patterns and repetition in pitch (e.g. do-re-mi).
- Talking about the tempo of music using the vocabulary fast and slow.
- Talking about the pitch of music, using the vocabulary high and low.
- Stating what they enjoyed about their peers' performances.

#### **Creating sound**

- Using instruments imaginatively to create soundscapes which convey a sense of place.
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

#### **Notation**

- Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs.
- Recognising pitch patterns using dots.

#### **Composing and improvising**

- Creating sound responses to a variety of physical

stimuli, such as nature, artwork and stories

- 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.
- Playing and combining sounds under the direction of a leader (the teacher).

**Performing**

- Offering positive feedback on others' performances.
- Keeping instruments still until their part in the performance.
- Showing awareness of the leader, particularly when starting or ending a piece.

**Scaffolding:**

Children learn about high and low sounds through clear vocal and physical modelling, using gestures such as hands up for high and hands down for low to anchor meaning. They explore pitch through echo games, simple matching activities and instrument play where adults contrast high and low examples. Pictorial representations are introduced with large, clear visuals showing symbols placed higher or lower on the page, supported by pointing, direction cues and guided practice so children can match sound height to symbol height. Repetition and simple choices help all children understand that higher-up pictures represent higher sounds and lower-down pictures represent lower sounds.

**End points:**

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

- Perform high and low notes.
- Create and perform a two-note and three-note pattern.
- Identify and perform changes in tempo.
- Contribute musical ideas and cooperate within a group.
- Prepare and perform a musical piece.
- Demonstrate a musical understanding of tempo and pitch.
- Participate in discussions about pitch and tempo.
- Offer feedback to groups on their performance.
- Follow instructions during a performance.
- Identify high and low notes.

**Vocabulary**

High	Low	Pattern	Performance	Pitch	Tempo
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**National Curriculum End Points**

*By the end of KS1 children will be able to...*

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**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.
- Junk music workshop.
- Opportunity to access to external clubs- icrock and piano lessons.
- Opportunities to celebrate children's musical talent
- Visitor assemblies playing instruments/singing- local schools
- Songs as a part of daily routines