



Holmesdale

Yearly Knowledge and Skills Progression

Subject: Music- We follow the KAPOW curriculum for Music

Year group: Year 2

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

Call and response
(Animals)



5 Lessons

Using instruments to represent animals, copying rhythms and creating call and response rhythms.

Spring Term

Instruments
(Musical storytelling)



5 Lessons

Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.

Summer Term

Structure
(Myths and legends)



5 Lessons

Developing an understanding of structure by exploring and ordering rhythms.

Autumn Term

Call and response
(Animals)



Key knowledge:

- To know that dynamics can change the effect a sound has on the audience.

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 explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- 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.
- Recognising and naming the following instruments: up to three instruments from *Groups A and B*.

Creating sound

- Breathing at appropriate times when singing.

- Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.
- Singing part of a given song in their head (using their 'thinking voice').
- Developing an awareness of how dynamics are affected by the force with which an instrument is played.
- 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.

Improvising and composing

- Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.
- Improvising simple question and answer phrases, using untuned percussion or voices.
- 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.
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing

- Offering positive feedback on others' performances.
- Starting to maintain a steady beat throughout short singing performances.
- Standing or sitting appropriately when performing or waiting to perform.
- Performing actively as a group, clearly keeping in time with the beat.

Scaffolding:

Children explore dynamics through modelled examples that contrast loud and quiet sounds, supported by gesture cues and simple visual symbols. They listen to short musical excerpts and discuss how changing the dynamic can make the music feel exciting, calm or surprising, using emotion cards or sentence stems to guide responses. Through instrument play, children experiment with altering loudness and observe how this changes the effect on the listener, helping them understand that dynamics influence how an audience experiences a sound.

End points:

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

- Use dynamics when creating sound.
- Play in time with a group.
- Experiment with different sounds on the same instrument.
- Clap the animal sound patterns mostly accurately.
- Clap the sound patterns in time with the pulse of the backing track.
- Demonstrate both a call and response.
- Copy a sound pattern using an instrument.
- Playing either a call and/or response role in time with another pupil.
- Perform a composition.

Vocabulary

Spring Term
Instruments
(Musical storytelling)



Key knowledge:

- 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.

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 explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences (e.g. It sounds like squelching mud').
- Talking about the tempo of music using the vocabulary fast and slow.
- Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- 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 co-ordination 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

- Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.
- 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.
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing

- Beginning to acknowledge their own feelings around performance.
- Offering positive feedback on others' performances and beginning to notice areas for improvement in their own.

Scaffolding:

Children learn the terms fast, slow, loud, quiet and silent through clear modelling, contrasting musical examples and simple gesture cues (e.g., big movements for loud/fast, slow motion for quiet/slow, finger to lips for silent). Adults use visual prompts such as tortoise/hare icons or size-based symbols to help children identify changes between sections of music. Through echo games, movement activities and guided listening, children experience how music shifts between tempos and dynamics, gradually developing confidence in describing these changes using the correct vocabulary.

End points:

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

- Identify sections of the music where the tempo changes.
- Correctly describe sections of music as fast or slow.
- Point out moments in the music where the dynamics change.
- Accurately describe dynamic changes as soft or loud.
- Give specific examples of how the music corresponds to actions in the story.
- Provide clear and specific examples of how music supports the story.
- Justify tempo and dynamic choices made to represent a character, event or feeling.
- Suggest appropriate musical dynamics and tempo changes for different scenes of the story.
- Work as part of a group to rehearse a performance.
- Perform confidently using appropriate instrumental sounds.
- Play their part at appropriate tempo and dynamics.

Vocabulary

Dynamics

Encore

Instrumental sound

Sound effect

Tempo

Summer Term

Structure

(Myths and legends)



Key knowledge:

- To know that pictorial representations of rhythm show sounds and rests.

Key skills:

Listening

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- 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 is having a certain effect on them: this could be related to the music or related to a personal experience.
- Identifying some common instruments when listening to music.
- 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 coordination to play/hold instruments using both hands.
- Starting to understand how to produce different sounds on tuned instruments.
- 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.
- Beginning to read simple rhythmic patterns which include paired half beats (quavers).

Composing and improvising

- Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing

- Offering positive feedback on others' performances.
- Starting to maintain a steady beat throughout short performances.
- Standing or sitting appropriately when performing or waiting to perform
- Following a leader to start and end a piece appropriately.

Scaffolding:

Children are introduced to rhythm pictures through clear modelling, showing how symbols represent either a sound or a rest. Adults demonstrate each symbol using claps and silent pauses, supported by simple visual cues such as filled shapes for sounds and empty shapes for rests. Echo activities and guided practice help children match actions to the pictures, gradually building understanding that pictorial rhythm patterns show when to play and when to stay silent.

End points:

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

- Recognise, play and write rhythms with one beats and paired half beats.
- Show a rest beat using a silent movement.
- Read and follow a structure from left to right.
- Add rhythms to a structure to create a beginning, middle and end.
- Work well as part of a group, listening to others and respecting their ideas.
- Maintain a steady beat.
- Use a thinking voice to play rhythms on an instrument.

Vocabulary

One-beat notes	Composition	Paired half-beat notes	Legend	Myth	Notation
----------------	-------------	------------------------	--------	------	----------

Rest	Rhythm	Structure	Tempo	Thinking voice	Pulse
National Curriculum End Points <i>By the end of KS1 children will be able to...</i> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> - Year 2 Choir - Harvest assembly - Christmas nativity - Singing assemblies - Opportunity to access to external clubs- irock and piano lessons - Opportunities to celebrate children's musical talent - Visitor assemblies playing instruments/singing- local schools - Songs as a part of daily routines 					