



MUSIC CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' musical knowledge, skills and vocabulary develop through Key Stage 1 at Park Road Academy. It draws out Year 1 and Year 2 expectations from the supplied Kapow Primary progression document, connecting listening, composing and performing with the inter-related dimensions of music. Suggested planning blocks and assessment guidance make the progression usable alongside the school's Kapow scheme.

Key Stage 1 curriculum position

Key Stage 1 curriculum coverage

Pupils use their voices expressively through songs, chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to live and recorded music; and experiment with, create, select and combine sounds. Musical dimensions are explored through practical music-making, with vocabulary and simple notation supporting understanding.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, PRACTISE & APPLY	CHOOSE, EXPLAIN & IMPROVE
Move from exploring sounds and joining in to keeping time and making musical choices.	Revisit pulse, rhythm, pitch and expression through listening, singing and playing.	Hear and copy a model, rehearse a musical idea and apply it in a performance.	Select sounds, explain their effect and improve through listening and feedback.

Curriculum strands

Listening & Responding	Singing & Voice	Instrumental Performing	Composing	Musical Dimensions	Notation & Evaluation
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The six headings organise this school document. In the supplied Kapow source, listening, composing and performing are underpinned by the inter-related dimensions of music; history of music is identified for KS2.



Year 1 Music Curriculum Map

Learning focus, core learning and progression emphasis

How the map should be used

These are suggested planning blocks drawn from the supplied Year 1 expectations, not named Kapow units or a prescribed term order. Match them to the school's selected Kapow units. Listening, singing, playing and composing should recur throughout the year.

Year 1 - suggested planning blocks

Block	Learning focus	Core learning	Progression emphasis	Links to strands
1	Pulse and rhythm	Feel and maintain a steady pulse through movement, clapping and instruments. Copy short rhythmic patterns and distinguish the beat from a pattern of long and short sounds.	Moves from joining in to keeping a steady beat and copying a contrasting rhythm.	Listening; Performing; Dimensions
2	Singing and vocal expression	Speak chants and rhymes expressively. Sing short songs from memory, following the shape of the melody and keeping in time. Explore how vocal sounds can suggest a character.	Develops confident use of the voice, shared timing and awareness of melodic shape.	Singing; Listening; Timbre
3	Tempo, dynamics and mood	Recognise faster/slower and louder/quieter music. Describe mood or a story through words and movement. Respond to tempo and dynamic instructions when performing.	Connects a musical change to its effect and follows simple performance cues.	Listening; Performing; Dimensions
4	Pitch and tuned instruments	Identify high and low sounds. Explore different pitches on tuned instruments, echo short melodic phrases and create a simple melody using a few notes.	Moves from hearing pitch contrasts to reproducing and selecting notes.	Listening; Performing; Composing
5	Timbre, texture and structure	Explore contrasting sound qualities. Select voice and instrument sounds for an idea or character; combine them in a given structure and notice layers and song sections.	Makes purposeful sound choices and begins to coordinate a part with others.	Composing; Timbre; Texture; Structure
6	Represent, perform and review	Create a simple graphic score and perform from pictures or symbols. Compare two pieces, express an opinion and improve a composition using teacher feedback.	Connects a symbol to a sound and begins to revise musical choices after listening.	Notation; Performing; Evaluation



Year 2 Music Curriculum Map

Learning focus, core learning and progression emphasis

Year 2 progression

Pupils revisit the Year 1 foundations with longer patterns, more accurate singing, purposeful expression and more detailed notation. These suggested blocks organise the supplied Year 2 expectations; use the school's Kapow overview to determine unit titles, repertoire and teaching order.

Year 2 - suggested planning blocks

Block	Learning focus	Core learning	Progression emphasis	Links to strands
1	Secure pulse and longer rhythms	Maintain a steady pulse while copying longer patterns on untuned percussion. Turn spoken phrases into rhythms and recognise duration as the length of a sound or phrase.	Extends rhythmic memory and control while keeping the beat consistent.	Performing; Listening; Duration
2	Accurate and expressive singing	Sing short songs from memory with increasing melodic and rhythmic accuracy. Use loud and quiet singing purposefully and echo a short melody by ear.	Develops accuracy alongside expression and closer listening to a melodic model.	Singing; Listening; Dynamics
3	Musical effects and sound stories	Identify instruments and changes in timbre. Choose suitable sounds for characters or real-life effects and alter dynamics and tempo to create a particular effect.	Explains and controls how musical choices communicate an idea to an audience.	Listening; Composing; Dimensions
4	Melody and pitch patterns	Recognise melodies moving in steps and compare instrumental pitch ranges. Create melodies from five or more notes and play short patterns from letter-name notation.	Extends the range of notes used and links heard patterns with written note names.	Pitch; Composing; Performing
5	Layers and musical structure	Recognise sections in music. Create longer sound sequences and combine several vocal or instrumental patterns within a given structure; show layers in a graphic score.	Moves from combining sounds to sustaining layered patterns in an organised piece.	Composing; Texture; Structure
6	Record, perform and refine	Use graphic and letter-name notation to record musical ideas. Perform with suitable dynamics and timbre; describe music using vocabulary and suggest improvements to own and others' work.	Becomes more independent in recording, communicating and improving musical intentions.	Notation; Performing; Evaluation



KS1 Music Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

Progression is heard in increasingly accurate, expressive and independent music-making. Pupils move from copying short ideas to creating and layering longer patterns, using notation and explaining musical choices. The expectations below are drawn from the supplied Kapow source; readiness statements and vocabulary support school planning.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Listening & responding	Identifies changes in tempo, dynamics and pitch; compares two pieces and describes mood through words or movement.	Identifies instruments, timbre changes, sections and stepwise melodies; uses musical vocabulary to describe what is heard.	Listens attentively and describes musical features with examples, ready to explore a wider range of styles.	listen, mood, instrument, timbre, section, compare
Singing & voice	Uses speech and chants expressively; sings short songs from memory with the overall melodic shape and shared timing.	Sings remembered songs with increasing rhythmic and melodic accuracy and uses basic dynamics expressively.	Sings with growing accuracy, confidence and expression, ready to develop vocal technique and longer songs.	chant, rhyme, melody, pitch, dynamics, expression
Pulse, rhythm & performing	Distinguishes pulse from rhythm; maintains the beat and copies short rhythmic and melodic phrases on instruments.	Copies longer rhythms with a steady pulse, echoes short melodies and performs with purposeful dynamics and timbre.	Keeps time with others, remembers a part and responds to musical cues, ready for more sustained ensemble work.	pulse, beat, rhythm, duration, tempo, phrase
Composing & selecting	Creates short sound sequences and melodies using a few notes; combines vocal and instrumental sounds in a given structure.	Creates longer sequences and melodies from five or more notes; layers several patterns and chooses sounds for a desired effect.	Selects and combines sounds into an organised piece and explains choices, ready for increasingly independent composition.	compose, sequence, melody, pattern, layer, structure
Musical dimensions	Names high/low pitch, loud/quiet dynamics and fast/slow tempo; explores timbre, layers and more than one section.	Relates pitch to melody and instrument range; uses duration, tempo, dynamics, timbre, texture and structure purposefully.	Recognises and uses musical dimensions together to shape a performance or composition.	pitch, dynamics, tempo, timbre, texture, structure

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Notation & representation	Understands that pictures and symbols can represent music; creates and performs from a simple graphic score.	Uses graphic scores and letter names to record ideas; understands that a score can show structure and layers.	Records and follows simple musical ideas, ready to begin connecting sounds with basic staff notation in KS2.	symbol, graphic score, notation, letter name, note
Evaluation & improvement	Expresses a simple opinion about music and makes improvements suggested by the teacher.	Suggests improvements to own and others' work and begins to explain them using musical vocabulary.	Listens back, identifies a specific improvement and tries a change, ready for more detailed musical evaluation.	opinion, describe, rehearse, improve, evaluate, audience

Implementation note: Musical dimensions are woven through every strand rather than taught only in isolation. Graphic and letter-name notation reflect the supplied Kapow progression; secure staff-notation reading is not presented here as an end-of- KS1 requirement. Revisit skills through varied repertoire, tuned and untuned instruments and regular singing.



Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Recall known songs, sound patterns and musical vocabulary before each new step.	2 MODEL THE NEW STEP Demonstrate, let pupils listen closely, then echo and practise in short stages.	3 PLAN FOR APPLICATION Apply a skill through a song, sound story, composition or group performance.
4 ASSESS PROCESS Listen to timing, accuracy, expression and decisions as well as the final performance.	5 BUILD LANGUAGE Connect each term to a sound pupils can hear, demonstrate and describe.	6 SUPPORT INDEPENDENCE Use visual cues, accessible instruments and rehearsal to help every pupil contribute.

What progression should look like in pupils' learning

KNOW MORE Recognises and names musical features.	DO MORE Sings and plays with increasing control.	CHOOSE MORE Selects sounds for a musical purpose.	EXPLAIN MORE Describes choices using musical terms.	IMPROVE MORE Listens, rehearses and refines a piece.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils describe a feature and demonstrate what it sounds like?	MUSICAL OUTCOMES Do performances, scores and recordings show growing control and expression?	TEACHING & INCLUSION Do modelling, accessible resources and varied repertoire enable participation?	TRANSITION Does evidence show secure foundations in singing, playing and composing?
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End-of-KS1 readiness for Year 3 Music

LISTENING Identifies musical features and responds with relevant vocabulary.	SINGING Sings familiar songs accurately and uses basic expression.	PERFORMING Keeps a pulse and performs a remembered part with others.
COMPOSING Creates and organises patterns with purposeful sound choices.	NOTATION Records and follows ideas using pictures, symbols and letter names.	REFLECTION Suggests an improvement and rehearses a change.

Source: supplied Kapow Primary Progression of knowledge and skills 2022 , KS1 columns. Planning blocks, vocabulary groupings and readiness guidance are school-facing additions. Align with the school's selected Kapow edition and unit overview.