



PICKHURST ACADEMY- MUSIC PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H. .R.S.T**

Proud **Inquisitive** **Confident** **Kind** **Healthy** **Understanding** **Respectful** **Successful** **Trustworthy**

CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life. Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT
Music is an integral and well-resourced part of life at Pickhurst. Our intent is to provide a high-quality music education that is engaging, inclusive and inspiring, enabling all pupils to develop a lifelong love of music. Lessons are designed to be creative and stimulating,	The music curriculum is designed with a clear progression of knowledge and skills, both within each year group and across the school, ensuring consistent and meaningful musical development. Delivered through the Kapow Music scheme, the curriculum fulfils the aims	All pupils benefit from a high-quality music education that engages and inspires them to develop a lasting love of music and their talents as musicians. The curriculum fosters increased self-confidence, creativity and a strong sense of achievement. As pupils progress, they develop an expanding musical vocabulary, enabling them to listen critically, analyse and engage thoughtfully with a wide range of music. Music teaching is inherently reflective, with pupils regularly given opportunities to evaluate their own work and that of their peers, as well as to

allowing children to explore songs, lyrics and movement while developing confidence as reflective and expressive musicians. We aim for all pupils to appreciate a wide range of musical styles and genres from different times and cultures, and to build a secure understanding of the elements of music through listening, performing and composing. The curriculum is carefully sequenced using the Kapow Music scheme to ensure clear progression in knowledge and skills within each year group and across the school. It aligns with the National Curriculum and provides opportunities for pupils to develop their musical vocabulary, enabling them to describe, analyse and evaluate music with increasing confidence. Children are encouraged to take pride in their achievements, reflecting on their own work and that of others, and performing to a range of audiences. All pupils are given opportunities to engage in a wide range of musical experiences, including singing, body percussion, movement and playing classroom instruments. They are also encouraged to learn musical instruments through both class-based teaching and specialist peripatetic provision. Through whole-class, group and individual activities, pupils explore sound, listen actively, compose and perform,	of the National Curriculum by exposing pupils to a wide range of musical styles and genres from different times and cultures. These are explored through active listening, performing and composing, enabling children to understand music within its wider context. The curriculum adopts a classroom-based, participatory and inclusive approach, ensuring all pupils can engage and succeed. Throughout their learning, children are actively involved in developing their singing voices, using body percussion and whole-body movement, and learning to play a range of classroom instruments to create and express music. Lessons provide opportunities to learn and apply subject-specific vocabulary in meaningful contexts, as well as to collaborate through composition and performance. A variety of enrichment opportunities, including choir, music clubs, performances, productions and community links, further enhance pupils' musical experiences. Assessment is ongoing and closely aligned with National Curriculum expectations. Teachers assess pupils' progress through observation, discussion, and performance, alongside self and peer evaluation. As a practical subject, assessment is often carried out in small groups, with evidence gathered through recordings, images and teacher judgements. A clear progression framework ensures pupils are working at	celebrate their achievements through performances to both school and wider audiences. Kapow Primary Music lessons incorporate ongoing assessment opportunities, including questioning, retrieval practice and interactive activities, allowing teachers to assess understanding in real time and adapt teaching accordingly. Assessment is further supported through teacher judgements, alongside the use of photographic and video evidence to capture each pupil's progress over time. Pupils demonstrate their learning through a range of outcomes, including structured written work, annotated diagrams, creative responses and performance. Lessons actively promote discussion, reflection and verbal explanation, enabling teachers to gain a comprehensive understanding of pupils' progress beyond written work alone.
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fostering creativity, self-confidence and a strong sense of achievement.	age-related expectations, while also providing appropriate challenge. Outcomes are recorded and monitored by the subject leader and contribute to a comprehensive picture of each child's musical development, ensuring that all learners, including those with additional needs or strengths, are supported effectively.	
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TEACHER SUBJECT KNOWLEDGE & SUBJECT DEVELOPMENT

Teachers at Pickhurst are supported to develop strong subject knowledge in the teaching of Music. All staff have access to the vast library of continuous professional development and training, via the Kapow website: [Primary teaching videos: CPD, lesson plans & more](#) and CPD suite hosts many webinars, videos, guides and useful handbooks for teachers to access.

National Curriculum	KS2			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Music- Listening and evaluating				
Skills	- Explaining their preferences for a piece of music using musical vocabulary. - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and	- Explaining their preferences for a piece of music using musical vocabulary. - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Identifying common features between	- Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	- Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the

	different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Understanding that music from different times has different features.	different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Using musical vocabulary when discussing improvements to their own and others' work.	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time	development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate
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				their own and others work.
Knowledge	- To know that a ballad tells a story through song. - To understand that the timbre of instruments played affect the mood and style of a piece of music. - To know that an ensemble is a group of musicians who perform together. - To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - To know that the word 'crescendo' means a sound getting gradually louder. - To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. - To understand that 'syncopation' means a rhythm that is played off the natural beat. - To know that Ragtime is piano music that uses	- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war, and it was intended to represent happiness. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that when you sing without accompaniment it is called 'A Capella'. - To know that a glissando in music means a sliding effect played on instruments or made by your voice. - To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. - To understand that the 'on beat' is the pulse of a piece of music, and the	- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To understand that a chord is the layering of several pitches played at the same time. - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and	- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To understand that a chord is the layering of several pitches played at the same time. - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and

	syncopation and a fast tempo. • To know that jazz is a type of music that originated in the African American communities of the USA about 120 years ago. • To know that 'scat singing' is using made-up words to create the sound of an instrument playing. • To know that Indian music uses all the sounds in between the 12 'notes' that we are used to in western music. • To know that a 'tala' is a set rhythm that is repeated repeatedly, usually on the drums called 'tabla'. • To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' • To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.	'off beat' is beats that fall in between these. • To understand that both instruments and voices can create audio effects that describe something you can see. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. •	is believed to bring good luck at weddings. • To understand that major chords create a bright, happy sound. • To know that polyrhythms mean many rhythms played at once. • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. • To know that remix is music that has been changed, usually so it is suitable for dancing to. • To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.	is believed to bring good luck at weddings. • To understand that major chords create a bright, happy sound. • To know that polyrhythms mean many rhythms played at once. • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. • To know that remix is music that has been changed, usually so it is suitable for dancing to. • To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
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	To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.			
Music- Creating Sound				
Skills	- Competently singing songs with a range of five notes. - Beginning to maintain a singing part within a group (e.g. singing alongside instruments). - Singing songs where the melody moves up and down in small steps. - Singing simple melodies built on repetition and call-and-response. - Singing in a round, maintaining an independent part with a group.	- To understand that both instruments and voices can create audio effects that describe something you can see. - Singing simple melodies built on repetition and call-and-response.	- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	- Competently singing songs with an octave pitch range. - Maintaining an independent singing part within an ensemble. - Singing songs that include leaps (e.g. jumping between notes rather than moving by step). - Singing melodies following a verse-chorus structure. - Singing in harmony, maintaining an independent part with accuracy. - Demonstrating the correct posture when singing. - Singing with consistent clarity and control, articulating words accurately.

				Controlling breath to sustain phrases and support tone quality.
Knowledge	- Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). - Exploring different techniques for playing the same instrument to create different sounds (e.g. using the handle of the beater instead of the head, body percussion). - Maintaining a steady beat using an instrument. - Adapting their playing to be loud or quiet at the direction of a leader.	To understand that both instruments and voices can create audio effects that describe something you can see.	- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	- Recognising how different playing actions change the way an instrument sounds (e.g. bouncing the beater on the glockenspiel creates a longer sound). - Selecting and justifying the use of different classroom instruments for a purpose (e.g. 'We chose the djembe for a strong pulse and the tambourine to make the chorus brighter and more energetic'). - Maintaining the beat on their instrument whilst being aware of other musicians.
Music- Notation				
Skills	- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Performing from basic staff notation,	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.

	incorporating rhythm and pitch and able to identify these symbols using musical terminology.			Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Knowledge	- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. - To know that different notes have different durations, and that crotchets are worth one whole beat. - To know that written music tells you how long to play a note for. - To understand that a pentatonic melody uses only the five notes C D E G A.	- To know that 'performance directions' are words added to music notation to tell the performers how to play. - To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	- To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. - To know that chord progressions are represented in music by Roman numerals. - To know that the Solfa syllables represent the pitches in an octave. - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. - To understand that all types of music notation show note duration.
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Music- Improvising and composing				
Skills	Composing a piece of music in each style	Composing a coherent piece of music in each style with voices,	Composing a detailed piece of music from a given stimulus with	Improvising coherently and creatively within a given style,

	with voices and instruments. • Beginning to improvise musically within a given style using their voice. • Combining melodies and rhythms to compose a multi-layered composition in each style (pentatonic). • Suggesting and implementing improvements to their own work, using musical vocabulary.	bodies and instruments. • Beginning to improvise musically within a given style using an instrument. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure.	voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work	incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Constructively critique their own and others' work, using musical vocabulary.
Knowledge	• To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse.	• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments	• To know that a vocal composition is a piece of music created only using voices. • To know that a loop is a repeated rhythm or melody and is another	• To understand that improvisation means making up music 'on the spot'. • To know that a chord progression is a sequence of chords

		and different rhythms when we compose can create layers of sound we call 'texture'. • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. • To understand that harmony means playing two notes at the same time, which usually sound good together. • An ostinato is a musical pattern that is repeated repeatedly; a vocal ostinato is a pattern created with your voice. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. • To understand that musical motifs	word for ostinato.	that repeats throughout a song. • To know that a melody can be adapted by changing its dynamics, pitch or tempo.
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		(repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dum!). To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.		
Music- Performing				
Skills	- Offering constructive feedback on others' performances. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. - Playing syncopated rhythms with accuracy, control and fluency.	- Using musical vocabulary to offer constructive and precise feedback on others' performances. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Combining rhythmic patterns (ostinato) into a multi-layered	- Using musical vocabulary to offer constructive and precise feedback on others' performances. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing a solo or taking a leadership role within a performance.

			composition using all the inter-related dimensions of music to add musical interest.	Performing by following a conductor's cues and directions.
Knowledge	To know that to perform well, it is important to listen to the other members of your ensemble.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	- To know that choreography means the organisation of steps or moves in a dance. - To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.	To know that the conductor beats time to help the performers work well together.

Spiral curriculum

Kapow Primary's Music scheme incorporates a spiral curriculum model, ensuring that pupils revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

Revisiting key concepts - pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.

Progressive depth - concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.

Knowledge retention - regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.

Skill development - pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.

Adaptive learning - by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

