





Music Curriculum Overview

Kapow offers full coverage of the KS1 and KS2 Music curriculum and we have categorised our content into four areas:

- Performing 
- Listening 
- Composing 
- The history of music 

National Curriculum by Kapow's themes and topics

<i>Key stage 1</i> <i>National Curriculum Music subject content</i>	<i>Kapow's Music</i> <i>Themes</i>	<i>Kapow Topics</i>	
Pupils should be taught to:		<i>Year 1</i>	<i>Year2</i>
Use their voices expressively and creatively by singing songs and speaking chants and rhymes		All About Me Animals Space By the Sea Fairy Tales Superheroes	Musical Me Animals On This Island
Play tuned and untuned instruments musically		All About Me Animals Space By the Sea Fairy Tales Superheroes	Musical Me Traditional Stories Animals On This Island Myths and Legends (coming soon) Space (coming soon)

Listen with concentration and understanding to a range of high-quality live and recorded music		All About Me Animals Space By the Sea Fairy Tales Superheroes	Musical Me Traditional Stories Animals On This Island Myths and Legends (coming soon) Space (coming soon)
Experiment with, create, select and combine sounds using the inter-related dimensions of music		All About Me Animals Space By the Sea Fairy Tales Superheroes	Musical Me Traditional Stories Animals On This Island Myths and Legends (coming soon) Space (coming soon)

<i>Key stage 2 National Curriculum Computing subject content</i>	<i>Kapow's Music Themes</i>	<i>Kapow Topics</i>			
		<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Pupils should be taught to:					
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Mountains Ballads Chinese New Year India Vikings Jazz (coming soon)	Rainforests Hanami festival Romans South America Blues Rock and Roll (coming soon)	South and West Africa Holi Festival Rivers Egyptians Dance Music Musical Theatre	Leavers' Song (coming soon)

<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>		<p>Mountains Ballads Chinese New Year India Vikings Jazz (coming soon)</p>	<p>Rainforests Hanami Festival Romans South America Blues Rock and Roll (coming soon)</p>	<p>South and West Africa Holi festival Rivers Egyptians Dance Music Musical Theatre</p>	<p>Leavers' Song (coming soon)</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>		<p>Mountains Ballads Chinese New Year India Vikings Jazz (coming soon)</p>	<p>Rainforests Hanami festival Romans South America Blues Rock and Roll (coming soon)</p>	<p>South and West Africa Holi festival Rivers Egyptians Dance Music Musical Theatre</p>	<p>Leavers' Song (coming soon)</p>
<p>Use and understand staff and other musical notations</p>		<p>Chinese New Year India Vikings Jazz (coming soon)</p>	<p>Romans Blues Rock and Roll (coming soon)</p>	<p>South and West Africa Rivers Egyptians Dance Music</p>	<p>Leavers' Song (coming soon)</p>
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Mountains Ballads Chinese New Year India Vikings Jazz (coming soon)</p>	<p>Rainforests Hanami festival Romans South America Blues Rock and Roll (coming soon)</p>	<p>South and West Africa Holi festival Rivers Egyptians Dance Music Musical Theatre</p>	<p>Leavers' Song (coming soon)</p>
<p>Develop an understanding of the history of music</p>		<p>Mountains India Jazz (coming soon)</p>	<p>South America Blues Rock and Roll (coming soon)</p>	<p>South and West Africa Musical Theatre</p>	

Overview of Kapow's topics by year

<p><i>Year 1</i></p>	<p><i>All About Me</i> (5 lessons) Children get to know one another through games and activities designed to introduce them to the musical concepts of pulse and rhythm Go to topic</p>	<p><i>Fairy Tales</i> (5 lessons) Pupils are introduced to the concept of timbre, creating sounds to represent characters and key moments in a story. They explore dynamics through untuned percussion and create rhythmic patterns to tell a familiar fairy tale Go to topic</p>	<p><i>Superheroes</i> (5 lessons) Pupils learn to identify changes in pitch and tempo and how to use these within music before composing their own superhero theme tune with instruments Go to topic</p>	<p><i>Animals</i> (5 lessons) Children listen and respond to music, representing animals using their bodies and instruments. They learn and perform a song, and compose a short section of music as a group using their voices and instruments Go to topic</p>	<p><i>Space</i> (5 lessons) Children journey into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition Go to topic</p>	<p><i>By the Sea</i> (5 lessons) Pupils look at how to represent the sounds of the seaside using their voices, bodies and instruments and explore how music can convey a particular mood Go to topic</p>
<p><i>Curriculum coverage</i></p>	<p>P Clapping and playing in time to the pulse Playing simple rhythms on an instrument L Understanding the difference between pulse and rhythm C Improvising vocally within a given structure</p>	<p>P Performing short chants from memory, with expression L Responding to a sound by likening it to a character or mood C Creating and selecting sounds to match a character or mood</p>	<p>P Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo) L Recognising tempo and pitch changes C Experimenting with tempo and pitch using tuned and untuned instruments</p>	<p>P Singing short songs from memory, adding simple dynamics Playing instruments expressively L Responding expressively to music using your body C Creating and selecting appropriate sounds to tell a story</p>	<p>P Singing and playing in response to instructions as part of a class performance L Responding to music through expressive and appropriate movement C Creating a sequence of notes Creating a chant</p>	<p>P Performing from graphic notation L Listening to and commenting on the descriptive features of music C Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest</p>
<p><i>Cross curricular links</i></p>	<p>PSHE</p>	<p>English</p>		<p>PE (Dance)</p>	<p>Science</p>	<p>Geography</p>

<p><i>Year 2</i></p>	<p><i>Musical Me</i> (5 lessons) Children learn to sing and then play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody Go to topic</p>	<p><i>Traditional Stories</i> (5 lessons) Children are introduced to the instruments of the orchestra and practice identifying musical instruments as well as composing music based on familiar stories Go to topic</p>	<p><i>Myths and Legends</i> (5 lessons) COMING SOON! Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song</p>	<p><i>Animals</i> (5 lessons) Children use instruments to represent animals, copy rhythms, read simple notation and learn a traditional African call and response song, before creating their own call and response rhythms Go to topic</p>	<p><i>Space</i> (5 lessons) COMING SOON! Inspired by <i>The Planets</i> by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space</p>	<p><i>On This Island</i> (5 lessons) Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city Go to topic</p>
<p><i>Curriculum coverage</i></p>	<p>P Singing and playing untuned instruments at the same time Playing a melody from letter notation L Repeating a melody by ear C Choosing appropriate dynamics and timbre for a piece of music</p>	<p>P Performing a story using vocal and instrumental sound effects L Recognising timbre changes C Improvising vocal sound effects for a story Creating a tune to describe a character</p>	<p>P Singing songs from memory with confidence and accuracy L Recognising structural features C Layering instrumental and vocal sounds and patterns within a given structure</p>	<p>P Recognising playing a short rhythm from simple notation L Suggesting improvements to their work Relating music to feelings C Creating short sequences of sound on a given idea</p>	<p>P Performing a melodic motif musically L Listening for and recognising instrumentation C Creating a melodic motif from a set of five notes</p>	<p>P Singing with confidence and expression L Using musical vocabulary to describe the music they hear C Creating and making improvements to a soundscape</p>
<p><i>Cross curricular links</i></p>		<p>English</p>	<p>English</p>		<p>Science</p>	<p>Geography</p>

<p>Year 3</p>	<p>Vikings (5 lessons) Pupils develop their singing skills in this History-themed topic while learning to recognise staff notation Go to topic</p>	<p>Around the World: India (5 lessons) Children learn about traditional Indian music, including the rag and the tal, identifying instruments used and create their own improvisation in this style Go to topic</p>	<p>Chinese New Year (5 lessons) Children listen to the story of Chinese New Year. revise key musical terminology, play and create pentatonic melodies compose a piece of music as a group using layered melodies Go to topic</p>	<p>Ballads (5 lessons) Listening to examples of ballads, children develop their understanding of them as a form of storytelling, before then writing lyrics for their own ballad in response to an animation Go to topic</p>	<p>Jazz (5 lessons) COMING SOON! Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers</p>	<p>Mountains (5 lessons) Building on their knowledge of soundscapes, children create their own original compositions to match an animation, building up layers of texture and giving consideration to the dynamics, pitch and tempo throughout. Go to topic</p>
<p><i>Curriculum coverage</i></p>	<p>P Singing songs with accuracy and control, with developing vocal technique L Discussing the features of battle songs using musical vocabulary C Creating a battle song with voices and untuned percussion</p>	<p>P Performing a traditional Indian song with voices and instruments from staff notation L Recognising the stylistic features of Indian classical music C Creating an Indian-inspired composition using drone, rag and tal H Consider how music developed differently in other parts of the world</p>	<p>P Playing a pentatonic melody from letter notation Maintaining a part of during a group performance L Discussing the features of Chinese music using musical vocabulary C Combining three pentatonic melodies with untuned percussion to create a group composition</p>	<p>P Performing a ballad as a class L Recognising the features of a ballad C Writing lyrics for a ballad</p>	<p>P Playing their composition accurately in time with their group L Identifying the difference between regular rhythms and swung rhythms C Composing a swing version of a nursery rhyme H Learning different types of jazz, understanding how the genre evolved over time</p>	<p>P Performing a soundscape accurately, fluently and expressively L Recognising and explaining the changes within a piece of music using musical vocabulary C Telling a story through layers of melody and rhythm H Appreciating classical music and unpick its narrative</p>
<p><i>Cross curricular links</i></p>	<p>History</p>	<p>Geography</p>	<p>Geography</p>	<p>English</p>	<p>History</p>	<p>Geography</p>

<p><i>Year 4</i></p>	<p><i>Romans</i> (5 lessons) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills further by adapting, transposing and performing motifs Go to topic</p>	<p><i>South America</i> (5 lessons) After learning about instruments traditionally found in a samba band, children learn about syncopated rhythms and how to compose a samba break Go to topic</p>	<p><i>Hanami</i> (5 lessons) Children learn about the Japanese festival of Hanami which celebrates spring before creating creating sound effects and music to represent the falling cherry blossoms Go to topic</p>	<p><i>Rock and Roll</i> (5 lessons) COMING SOON! Children learn about the significance of dancing within the evolution of music and learn to play a walking bass line, which is characteristic of this genre of music</p>	<p><i>Blues</i> (5 lessons) After learning about the history of blues music, children are introduced to the 12 bar blues before they then learn how to play it and recognise it in other music Go to topic</p>	<p><i>Rainforests</i> (5 lessons) Children explore the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, they create their own rhythms of the rainforest, layer by layer Go to topic</p>
<p><i>Curriculum coverage</i></p>	<p>P Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique L Recognising the use and development of motifs in music C Creating a motif-based composition and notating this using roman mosaic artwork</p>	<p>P Playing syncopated rhythms with accuracy, control and fluency L Recognising the stylistic features of samba music C Composing a rhythmic break H Learning about the origin of samba music</p>	<p>P Exploring timbre using their voices expressively L Recognising, naming and explaining the function of the interrelated dimensions of music C Creating and performing a group composition within a given structure using both melodic and rhythmic instruments</p>	<p>P Performing a walking bass line Singing in time and in tune L Recognising the features of rock and roll music H Identifying the links between this and other genres of music</p>	<p>P Performing the blues scale on a tuned percussion instrument L Hearing when songs play the 12 bar blues C Improvising a blues performance H Understanding how this genre of music came to be</p>	<p>P Accurately performing a composition as part of a group L Identifying scaled dynamics (crescendo / decrescendo) within a piece of music C Creating body percussion rhythms Creating a melody loop on tuned percussion</p>
<p><i>Cross curricular links</i></p>	<p>History</p>	<p>Geography</p>	<p>English</p>	<p>PE (Dance)</p>	<p>History</p>	<p>Geography</p>

<p>Year 5</p>	<p>Egyptians (5 lessons) Children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions using hieroglyphs as well as standard staff notation Go to topic</p>	<p>South and West Africa (5 lessons) Children learn and perform a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum) Go to topic</p>	<p>Holi (5 lessons) Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing their own musical composition to represent Holi Go to topic</p>	<p>Rivers (5 lessons) Children associate the stages of the river with different rhythms and learn what an ostinato is and how it's used in music Go to topic</p>	<p>Dance Music (5 lessons) Children learn how dance music is created, focusing particularly on the use of loops, and learn to play a well known song before putting a dance music spin to it Go to topic</p>	<p>Musical Theatre (5 lessons) Children learn how singing, acting and dancing can be combined to give an overall performance to tell a story. They learn how this genre has changed over time before creating their own scene from a musical Go to topic</p>
<p><i>Curriculum coverage</i></p>	<p>P Performing accurately from graphic notation using voices and instruments L Identifying how the key features of music are written down, by following a score whilst listening C Creating a sound story using voices and instruments, and notate it using hieroglyphs</p>	<p>P Singing a traditional African song unaccompanied Playing a chord progression on tuned percussion L Recognising the stylistic features of south and west African music C Composing an eight beat rhythmic break H Learning how music evolved in different traditions</p>	<p>P Participating in a class performance L Representing a known piece of music using a graphic score C Creating vocal compositions based on a picture and a colour</p>	<p>P Singing in two parts with expression and dynamics Performing a vocal ostinato as part of a layered ensemble L Using musical vocabulary to describe the detailed features of a piece of music Suggesting improvements to their own and others work C Creating a rhythmic ostinato</p>	<p>P Playing their own composition in time with a backing rhythm L Hearing loops or sections of music within remixes C Creating their own remix using fragments of a known song</p>	<p>P Participating in a group performance to tell a story Performing a vocal ostinato as part of a layered ensemble L Identify the features of songs from musical theatre C Composing an original piece or using familiar songs to tell a story H Understanding what musical theatre looked and sounded like across decades</p>
<p><i>Cross curricular links</i></p>	<p>History</p>	<p>Geography</p>	<p>RE</p>	<p>Geography</p>	<p>Computing</p>	<p>English PE</p>

	<p>We have included just one topic within our music content for Year 6 to reflect the curriculum time that is often available</p>
<p><i>Year 6</i></p>	<p><i>Leavers' Song</i> (6 lessons)</p> <p>COMING SOON!</p> <p>Children create their very own leavers' song personal to their experiences as a class; listening to and critiquing well known songs reflective of new beginnings, writing the lyrics for the chorus and verses and exploring the concept of the four chord backing track and composing melodies</p>
<p><i>Curriculum coverage</i></p>	<p>P</p> <p>Improvising over and singing known melodies to a 4-chord backing track Singing in an ensemble with 2 or more independent parts Performing a song as a class with accuracy, fluency, control and expression</p> <p>L</p> <p>Identifying the way that the features of a song can complement one another to create a coherent overall effect Using musical vocabulary correctly when describing the features of a piece of music</p> <p>C</p> <p>Writing song lyrics within a given structure Composing a melody within a given structure</p>
<p><i>Cross curricular links</i></p>	<p>English</p>