**Music Curriculum Overview**

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

* Performing ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png
* Listening ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png
* Composing ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png
* The history of music ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png

**National Curriculum by Kapow’s themes and topics**

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| Key stage 1  National Curriculum Music subject content | Kapow’s Music Themes | Kapow Topics | |
| Pupils should be taught to: |  | Year 1 | Year2 |
| Use their voices expressively and creatively by singing songs and speaking chants and rhymes | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png | [Pulse & Rhythm: All About Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/all-about-me/)  [Classical music, dynamics & tempo: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/)  [Chanting & tuned percussion: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/space/)  [Vocal and body sounds: By the Sea](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/)  [Timbre & rhythmic pattern: Fairy Tales](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/)  [Pitch & tempo: Superheroes](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/superheroes/) | [Musical Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/)  [African call and response song: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals/)  [On This Island: British sounds & sounds](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/) |
| Play tuned and untuned instruments musically | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png | [Pulse & Rhythm: All About Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/all-about-me/)  [Classical music, dynamics & tempo: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/)  [Chanting & tuned percussion: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/space/)  [Vocal and body sounds: By the Sea](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/)  [Timbre & rhythmic pattern: Fairy Tales](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/)  [Pitch & tempo: Superheroes](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/superheroes/) | [Musical Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/)  [Orchestral instruments: Traditional Stories](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/)  [African call and response song: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals/)  [On This Island: British sounds & sounds](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/)  [Myths and Legends](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/myths-and-legends/)  [Dynamics, timbre, tempo & motifs: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/) |
| Listen with concentration and understanding to a range of high-quality live and recorded music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png | [Pulse & Rhythm: All About Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/all-about-me/)  [Classical music, dynamics & tempo: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/)  [Chanting & tuned percussion: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/space/)  [Vocal and body sounds: By the Sea](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/)  [Timbre & rhythmic pattern: Fairy Tales](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/)  [Pitch & tempo: Superheroes](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/superheroes/) | [Musical Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/)  [Orchestral instruments: Traditional Stories](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/)  [African call and response song: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals/)  [On This Island: British sounds & sounds](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/)  [Myths and Legends](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/myths-and-legends/)  [Dynamics, timbre, tempo & motifs: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/) |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png | [Pulse & Rhythm: All About Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/all-about-me/)  [Classical music, dynamics & tempo: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/)  [Chanting & tuned percussion: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/space/)  [Vocal and body sounds: By the Sea](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/)  [Timbre & rhythmic pattern: Fairy Tales](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/)  [Pitch & tempo: Superheroes](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/superheroes/) | [Musical Me](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/)  [Orchestral instruments: Traditional Stories](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/)  [African call and response song: Animals](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals/)  [On This Island: British sounds & sounds](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/)  [Myths and Legends](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/myths-and-legends/)  [Dynamics, timbre, tempo & motifs: Space](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/) |

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| Key stage 2  National Curriculum Computing subject content | Kapow’s Music Themes | Kapow Topics | | | |
| Pupils should be taught to: |  | Year 3 | Year 4 | Year 5 | Year 6 |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png | [Mountains](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/)  [Ballads](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/)  [Chinese New Year,](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year/)  [India](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/)  [Vikings](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/)  Jazz *(coming soon)* | [Rainforests](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/)  [Hanami festival](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/)  [Romans](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/)  [South America](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/)  [Blues](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/)  Rock and Roll *(coming soon)* | [South and West Africa](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/)  [Holi Festival](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/)  [Rivers](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/rivers/)  [Egyptians](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/the-mayans/)  [Dance Music](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/)  [Musical Theatre](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/) | Leavers’ Song *(coming soon)* |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png | [Mountains](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/)  [Ballads](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/)  [Chinese New Year](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year/)  [India](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/)  [Vikings](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/)  Jazz *(coming soon)* | [Rainforests](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/)  [Hanami Festival](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/)  [Romans](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/)  [South America](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/)  [Blues](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/)  Rock and Roll *(coming soon)* | [South and West Africa](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/)  [Holi festival](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/)  [Rivers](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/rivers/)  [Egyptians](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/the-mayans/)  [Dance Music](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/)  [Musical Theatre](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/) | Leavers’ Song *(coming soon)* |
| Listen with attention to detail and recall sounds with increasing aural memory | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png | [Mountains](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/)  [Ballads](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/)  [Chinese New Year](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year/)  [India](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/)  [Vikings](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/)  Jazz *(coming soon)* | [Rainforests](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/)  [Hanami festival](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/)  [Romans](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/)  [South America](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/)  [Blues](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/)  Rock and Roll *(coming soon)* | [South and West Africa](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/)  [Holi festival](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/)  [Rivers](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/rivers/)  [Egyptians](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/the-mayans/)  [Dance Music](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/)  [Musical Theatre](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/) | Leavers’ Song *(coming soon)* |
| Use and understand staff and other musical notations | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png | [Chinese New Year](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year/)  [India](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/)  [Vikings](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/)  Jazz *(coming soon)* | [Romans](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/)  [Blues](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/)  Rock and Roll *(coming soon)* | [South and West Africa](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/)  [Rivers](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/rivers/)  [Egyptians](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/the-mayans/)  [Dance Music](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/) | Leavers’ Song *(coming soon)* |
| Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png | [Mountains](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/)  [Ballads](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/)  [Chinese New Year](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year/)  [India](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/)  [Vikings](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/)  Jazz *(coming soon)* | [Rainforests](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/)  [Hanami festival](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/)  [Romans](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/)  [South America](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/)  [Blues](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/)  Rock and Roll *(coming soon)* | [South and West Africa](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/)  [Holi festival](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/)  [Rivers](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/rivers/)  [Egyptians](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/the-mayans/)  [Dance Music](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/)  [Musical Theatre](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/) | Leavers’ Song *(coming soon)* |
| Develop an understanding of the history of music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png | [Mountains](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/)  [India](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/)  Jazz *(coming soon)* | [South America](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/)  [Blues](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/)  Rock and Roll *(coming soon)* | [South and West Africa](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/)  [Musical Theatre](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/) |  |

**Overview of Kapow’s topics by year**

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| **Year 1** | **Pule & rhythm: All About Me**  *(5 lessons)*  Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/all-about-me/) | **Timbre & rhythmic pattern: Fairy Tales**  *(5 lessons)*  Introducing the concept of timbre, creating sounds to represent characters and key moments in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a familiar fairy tale  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/) | **Pitch & tempo: Superheroes**  *(5 lessons)*  Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/superheroes/) | **Classical music, dynamics & tempo: Animals**  *(5 lessons)*  Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/) | **Chanting & tuned percussion: Space**  *(5 lessons)*  Journeing into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/space/) | **Vocal and body sounds: By the sea**  *(5 lessons)*  Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/) |
| **Curriculum coverage** | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Clapping and playing in time to the pulse  Playing simple rhythms on an instrument  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Understanding the difference between pulse and rhythm  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Improvising vocally within a given structure | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing short chants from memory, with expression  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Responding to a sound by likening it to a character or mood  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating and selecting sounds to match a character or mood | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo)  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising tempo and pitch changes  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Experimenting with tempo and pitch using tuned and untuned instruments | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing short songs from memory, adding simple dynamics  Playing instruments expressively  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Responding expressively to music using your body  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating and selecting appropriate sounds to tell a story | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing and playing in response to instructions as part of a class performance  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Responding to music through expressive and appropriate movement  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating a sequence of notes  Creating a chant | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing from graphic notation  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Listening to and commenting on the descriptive features of music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest |
| **Cross curricular links** | PSHE | English |  | PE (Dance) | Science | Geography |

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| **Year 2** | **Musical Me: Singing and playing a song**  *(5 lessons)*  Learning to sing and 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**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/) | **Orchestral instruments: Traditional Stories**  *(5 lessons)*  Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/) | **Myths and Legends**  *(5 lessons)*  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  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/myths-and-legends/) | **African call & response song: Animals**  (5 lessons)  Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals/) | **Dynamics, timbre, tempo & motifs: Space**  (5 lessons)  Inspired by *The Planets* by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space  [**Go to topic**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/) | **On This Island: British songs and sounds**  (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**](https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/) |
| **Curriculum coverage** | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing and playing untuned instruments at the same time  Playing a melody from letter notation  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Repeating a melody by ear  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Choosing appropriate dynamics and timbre for a piece of music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing a story using vocal and instrumental sound effects  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising timbre changes  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Improvising vocal sound effects for a story  Creating a tune to describe a character | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing songs from memory with confidence and accuracy  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising structural features  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Layering instrumental and vocal sounds and patterns within a given structure | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Recognising playing a short rhythm from simple notation    ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Suggesting improvements to their work  Relating music to feelings  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating short sequences of sound on a given idea | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing a melodic motif musically  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Listening for and recognising instrumentation  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating a melodic motif from a set of five notes | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing with confidence and expression  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Using musical vocabulary to describe the music they hear  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating and making improvements to a soundscape |
| **Cross curricular links** |  | English | English |  | Science | Geography |

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| **Year 3** | **Creating compositions in response to an animation: Mountains**  *(5 lessons)*  Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/) | **Developing singing techniques & keeping in time: The Vikings**  *(5 lessons)*  Developing singing skills in this History-themed topic and learning to recognise staff notation  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/) | **Pentatonic melodies & composition: Chinese New Year**  *(5 lessons)*  Listening to the story of Chinese New Year. revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year/) | **Traditional instruments & improvisation: Around the World: India**  *(5 lessons)*  Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/) | **Ballads**  *(5 lessons)*  Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/) | **Jazz**  *(5 lessons)*  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  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/) |
| **Curriculum coverage** | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing a soundscape accurately, fluently and expressively  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising and explaining the changes within a piece of music using musical vocabulary  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Telling a story through layers of melody and rhythm  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Appreciating classical music and unpick its narrative | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing songs with accuracy and control, with developing vocal technique  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Discussing the features of battle songs using musical vocabulary  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating a battle song with voices and untuned percussion | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Playing a pentatonic melody from letter notation  Maintaining a part of during a group performance  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Discussing the features of Chinese music using musical vocabulary  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Combining three pentatonic melodies with untuned percussion to create a group composition | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing a traditional Indian song with voices and instruments from staff notation  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising the stylistic features of Indian classical music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating an Indian-inspired composition using drone, rag and tal  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Consider how music developed differently in other parts of the world | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing a ballad as a class  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising the features of a ballad  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Writing lyrics for a ballad | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Playing their composition accurately in time with their group  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Identifying the difference between regular rhythms and swung rhythms  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Composing a swing version of a nursery rhyme  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Learning different types of jazz, understanding how the genre evolved over time |
| **Cross curricular links** | Geography | History | Geography | Geography | English | History |

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| **Year 4** | **Body and tuned percussion: Rainforests**  *(5 lessons)*  Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/) | **Adapting and transposing motifs: Romans**  *(5 lessons)*  Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/) | **Rock and Roll**  *(5 lessons)*  Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/) | **Haiku, music & performance: Hanami**  *(5 lessons)*  Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/) | **Samba & carnival sounds & instruments: South America**  *(5 lessons)*  Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/south-america/) | **Blues**  *(5 lessons)*  Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music  [**Go to topic**](https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/blues/) |
| **Curriculum coverage** | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Accurately performing a composition as part of a group  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Identifying scaled dynamics (crescendo / decrescendo) within a piece of music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating body percussion rhythms  Creating a melody loop on tuned percussion | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising the use and development of motifs in music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating a motif-based composition and notating this using roman mosaic artwork | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing a walking bass line  Singing in time and in tune  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising the features of rock and roll music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Identifying the links between this and other genres of music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Exploring timbre using their voices expressively  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising, naming and explaining the function of the interrelated dimensions of music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating and performing a group composition within a given structure using both melodic and rhythmic instruments | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Playing syncopated rhythms with accuracy, control and fluency  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising the stylistic features of samba music    ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Composing a rhythmic break  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Learning about the origin of samba music | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing the blues scale on a tuned percussion instrument  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Hearing when songs play the 12 bar blues  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Improvising a blues performance  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Understanding how this genre of music came to be |
| **Cross curricular links** | Geography | History | PE (Dance) | English | Geography | History |

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| **Year 5** | **Composing notation: Egyptians**  *(5 lessons)*  Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation  [**Go to topic**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/the-mayans/) | **South and West Africa**  *(5 lessons)*  Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum)  [**Go to topic**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/around-the-world-south-and-west-africa/) | **Looping & remixing: Dance music**  *(5 lessons)*  Learning 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**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/) | **Composition to represent the festival of colour: 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 a musical composition to represent Holi  [**Go to topic**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/) | **Changes in pitch, tempo & dynamics : Rivers**  *(5 lessons)*  Associating the stages of the river with different rhythms and learning what an ostinato is and how it’s used in music  [**Go to topic**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/rivers/) | **Musical Theatre**  *(5 lessons)*  Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical  [**Go to topic**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/) |
| **Curriculum coverage** | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Performing accurately from graphic notation using voices and instruments  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Identifying how the key features of music are written down, by following a score whilst listening  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating a sound story using voices and instruments, and notate it using hieroglyphs | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing a traditional African song unaccompanied  Playing a chord progression on tuned percussion  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Recognising the stylistic features of south and west African music  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Composing an eight beat rhythmic break  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Learning how music evolved in different traditions | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Playing their own composition in time with a backing rhythm  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Hearing loops or sections of music within remixes  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating their own remix using fragments of a known song | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Participating in a class performance  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Representing a known piece of music using a graphic score  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating vocal compositions based on a picture and a colour | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Singing in two parts with expression and dynamics  Performing a vocal ostinato as part of a layered ensemble  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Using musical vocabulary to describe the detailed features of a piece of music  Suggesting improvements to their own and others work  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Creating a rhythmic ostinato | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  Participating in a group performance to tell a story  Performing a vocal ostinato as part of a layered ensemble  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  Identify the features of songs from musical theatre  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Composing an original piece or using familiar songs to tell a story  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.50.58.png  Understanding what musical theatre looked and sounded like across decades |
| **Cross curricular links** | History | Geography | Computing | RE | Geography | English  PE |

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| **Year 6** | We have included just one topic within our music content for Year 6 to reflect the curriculum time that is often available |
| **Leavers’ Song**  [*(6 lessons)*](https://www.kapowprimary.com/subjects/computing/upper-key-stage-2/year-5/data-hardware-and-processing-mars-rover-1/)  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  [**Go to topic**](https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/) |
| **Curriculum coverage** | ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.18.png  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  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.06.png  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  ../Desktop/Screen%20Shot%202018-11-26%20at%2017.51.12.png  Writing song lyrics within a given structure  Composing a melody within a given structure |
| **Cross curricular links** | English |