

# Music

Equipment list

# Curriculum support

Kapow Primary's curriculum access is being improved to make resources more searchable, user-friendly and sustainable.

Curriculum information pages and curriculum portals bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

## Curriculum information pages

These pages outline the intent, implementation and impact of the Kapow Primary curriculum, including the rationale behind the approach. They act as a central hub for curriculum guidance, with links to related resources, embedded media and FAQs to support understanding.

## Curriculum portals

The curriculum portals provide an online view of each subject's long-term plan and progression. They bring together key unit information, including national curriculum links, British values and SMSC, knowledge and skills, vocabulary and cross-curricular connections, allowing easy navigation between whole-school and unit-level views.

MENU

- Intent
- Curriculum aims
- Statutory and non-statutory guidance
- Curriculum balance
- Progression
- Types of knowledge
- Wider knowledge and skills
- Personal development in Music
- Transition from EYF5 to KS1
- Inclusion and diversity
- Implementation
- Impact

### 1. Intent

This section outlines the overall curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

#### Curriculum aims

The Kapow Primary Music scheme is designed to help pupils recognise themselves as musical and to nurture a lifelong love of music.

**Visit the Music curriculum information pages online.**

Kapow Primary

Help? Close

Music curriculum overview

## Music

Long-term plan | Progression of Skills & knowledge | Vocabulary progression

Standard | Mixed-age | Condensed

Download

Long-term plan Standard - Current (2025/26)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYF5	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the sea)

**Visit the Music curriculum portal online.**

# Content

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# Instrument selection

Throughout this document and the scheme of work, the terms *untuned and tuned instruments* are used rather than naming specific instruments. This approach reflects the variation in equipment across schools. Instruments have instead been grouped according to their purpose and playing technique, enabling adaptation to the instruments available in each setting.

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the midline of their body. The instruments in Group B, develop pupils gross motor skills.

## Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



güiro



triangle

## Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

# Instrument selection (continued)

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

## Group C



xylophone



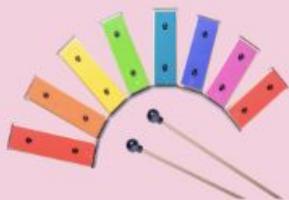
glockenspiel



piano/  
keyboard



hand bells



chime bars

## Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

Celebration music	Exploring sound	Music and movement
<ul style="list-style-type: none"> <li><input type="checkbox"/> Sensory scarves/chiffons or strips of fabric</li> <li><input type="checkbox"/> A laptop or interactive whiteboard</li> <li><input type="checkbox"/> Tambourines and cymbals</li> <li><input type="checkbox"/> Classroom items to be used as drums</li> <li><input type="checkbox"/> Sleigh bells</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A selection of different percussion instruments</li> <li><input type="checkbox"/> A laptop or interactive whiteboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A laptop or interactive whiteboard to play the songs/clips</li> <li><input type="checkbox"/> Examples of songs with a strong beat</li> <li><input type="checkbox"/> Three circles of paper (one red, one yellow, one green)</li> <li><input type="checkbox"/> Sensory scarves/chiffons or strips of fabric</li> </ul>
Musical stories	Transport	Big band
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teddy bears</li> <li><input type="checkbox"/> A computer with an internet connection</li> <li><input type="checkbox"/> An interactive whiteboard</li> <li><input type="checkbox"/> A laptop</li> <li><input type="checkbox"/> A selection of percussion instruments</li> <li><input type="checkbox"/> A whiteboard</li> <li><input type="checkbox"/> An interactive whiteboard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Untuned instruments (such as: a small drum, tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals etc.)</li> <li><input type="checkbox"/> A laptop or interactive whiteboard</li> <li><input type="checkbox"/> A small whiteboard and pen</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuff tray or similar</li> <li><input type="checkbox"/> Recyclable materials</li> <li><input type="checkbox"/> Tuned instruments (such as: xylophone, glockenspiel, piano, keyboard, tubular bells etc.)</li> <li><input type="checkbox"/> Untuned instruments (such as: tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals etc.)</li> </ul>

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A selection of untuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A device for recording</li> <li><input type="checkbox"/> Tuned and untuned percussion Instruments</li> </ul>
Sound patterns (Fairy tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Untuned instruments</li> <li><input type="checkbox"/> A device for recording</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned percussion instruments, ideally glockenspiels</li> <li><input type="checkbox"/> A device for recording</li> <li><input type="checkbox"/> A flipchart</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruments, ideally glockenspiel or chime bars, bells, triangles and other instruments that make similar sounds</li> <li><input type="checkbox"/> A device for recording</li> </ul>

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Call and response (Animals)	Instruments (Musical storytelling)	Contrasting dynamics (Space)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Untuned percussion instruments</li> <li><input type="checkbox"/> A recording device</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned and untuned percussion instruments</li> <li><input type="checkbox"/> A recording device</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned percussion instruments</li> </ul>
Singing (On this island)	Structure (Myths and legends)	Pitch (Musical Me)
<ul style="list-style-type: none"> <li><input type="checkbox"/> No specific equipment needed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Untuned percussion instruments</li> <li><input type="checkbox"/> A recording device</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual whiteboards and pens</li> <li><input type="checkbox"/> A large space for group work</li> <li><input type="checkbox"/> Tuned percussion instruments</li> </ul>

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Ballads	Creating compositions in response to an animation	Developing singing techniques
<ul style="list-style-type: none"> <li><input type="checkbox"/> Optional: 'Rosie's Hat' book by Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned and untuned percussion instruments</li> <li><input type="checkbox"/> Laptops/tablets</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tablet/cameras</li> <li><input type="checkbox"/> Untuned percussion instruments</li> </ul>
Pentatonic melodies and composition	Jazz	Traditional instruments and improvisation
<ul style="list-style-type: none"> <li><input type="checkbox"/> Elastic to secure the mask</li> <li><input type="checkbox"/> Tuned percussion instruments</li> <li><input type="checkbox"/> Untuned percussion instruments</li> <li><input type="checkbox"/> Scarves</li> <li><input type="checkbox"/> Video or audio recording equipment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keyboards or glockenspiels</li> <li><input type="checkbox"/> Hand drums</li> </ul>

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<b>Body and tuned percussion</b>	<b>Rock and Roll</b>	<b>Changes in pitch, tempo and dynamics</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboards and pens</li> <li><input type="checkbox"/> Tuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned percussion instruments</li> <li><input type="checkbox"/> Untuned percussion instruments</li> <li><input type="checkbox"/> Keyboards or chromatic glockenspiels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sugar paper</li> <li><input type="checkbox"/> Laptops/iPads/tablets</li> <li><input type="checkbox"/> Percussion instruments</li> </ul>
<b>Haiku, music and performance</b>	<b>Samba and carnival sounds and instruments</b>	<b>Adapting transposing motifs</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clipboards</li> <li><input type="checkbox"/> Tuned and untuned percussion Instruments</li> <li><input type="checkbox"/> Optional: invite students to bring in instruments they play</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Untuned percussion Instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tablet/camera</li> <li><input type="checkbox"/> Tuned percussion instruments</li> <li><input type="checkbox"/> Untuned percussion instruments</li> <li><input type="checkbox"/> Colouring pens</li> <li><input type="checkbox"/> A3 or flipchart paper</li> <li><input type="checkbox"/> Optional: Pupils' own instruments</li> </ul>

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Composition notation	Blue	South and West Africa
<ul style="list-style-type: none"> <li><input type="checkbox"/> Tablet/camera</li> <li><input type="checkbox"/> Tuned percussion instruments</li> <li><input type="checkbox"/> Optional: Pupils' own instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keyboard or chromatic glockenspiel</li> <li><input type="checkbox"/> Coloured dots stickers</li> <li><input type="checkbox"/> Optional: Tablets or camera for filming the performances</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Percussion instruments</li> <li><input type="checkbox"/> Djembes (traditional African drums) and/or any other drums you have access to</li> </ul>
Composition to represent the festival of colour	Music theatre	Looping and remixing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coloured card</li> <li><input type="checkbox"/> Variety of percussion instruments</li> <li><input type="checkbox"/> Optional: invite students to bring in their own instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned and untuned instruments</li> <li><input type="checkbox"/> Craft materials</li> <li><input type="checkbox"/> Pupils' own instruments</li> <li><input type="checkbox"/> Manuscript paper</li> <li><input type="checkbox"/> A recording device</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Laptops or desktops</li> <li><input type="checkbox"/> Headphones</li> <li><input type="checkbox"/> Keyboards or other tuned percussion instruments</li> </ul>

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Dynamics	Songs of WWII	Film music
<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboards and pens or notebooks and pencils and paper</li> <li><input type="checkbox"/> Tuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboards and pens</li> <li><input type="checkbox"/> Coloured pencils or pens in: red, orange, yellow, green, light blue, dark blue and purple (can use purple instead of dark blue, and pink instead of purple if more available)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboards and pens</li> <li><input type="checkbox"/> A selection of instruments</li> <li><input type="checkbox"/> The film 'Wallace &amp; Gromit: A Close Shave' by Aardman Animations</li> </ul>
Themes and variations	Baroque	Composing and performing a leavers song
<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboards and pens</li> <li><input type="checkbox"/> Pencils and paper</li> <li><input type="checkbox"/> Coloured paper or paints/ pens/ pencils etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tuned percussion instruments</li> <li><input type="checkbox"/> Optional: Music stands</li> <li><input type="checkbox"/> Optional: Composing software loaded onto devices</li> <li><input type="checkbox"/> Optional: Tablets or camera for filming the performances</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A device to play leavers' song on</li> <li><input type="checkbox"/> Pens and paper</li> <li><input type="checkbox"/> Sugar paper</li> <li><input type="checkbox"/> Marker pens</li> <li><input type="checkbox"/> Lined paper</li> <li><input type="checkbox"/> Tuned percussion instruments</li> <li><input type="checkbox"/> Pupils' own instruments brought in from home</li> </ul>

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

### **Tuned percussion instrument- enough for one between two children.**

Choose from chromatic glockenspiels, with sharp and flat notes, xylophones, metallophones, chime bars (if you are using chime bars, you need to make sure that you have a **two octave set**, not the chime bars that come with five or eight in a box).

### **Untuned percussion instruments.**

This is not prescriptive, as long as the pupils have something they can use to play along with the pulse of the music. If you want to buy specific instruments, then claves, guiros, egg shakers, gongs / cymbals would all be useful.