# Music Curriculum Overview

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

- Performing P
- Listening L
- Composing C
- The history of music H

## National Curriculum by Kapow's themes and topics

| Key stage 1<br>National Curriculum Music subject content | Kapow's Music Themes | Kapow Topics | |
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| Pupils should be taught to: | | Year 1 | Year2 |
| Use their voices expressively and creatively by singing songs and speaking chants and rhymes | P | Pulse & Rhythm: All About Me<br>Classical music, dynamics & tempo: Animals<br>Chanting & tuned percussion: Space<br>Vocal and body sounds: By the Sea<br>Timbre & rhythmic pattern: Fairy Tales<br>Pitch & tempo: Superheroes | Musical Me<br>African call and response song: Animals<br>On This Island: British sounds & sounds |
| Play tuned and untuned instruments musically | P | Pulse & Rhythm: All About Me<br>Classical music, dynamics & tempo: Animals<br>Chanting & tuned percussion: Space<br>Vocal and body sounds: By the Sea<br>Timbre & rhythmic pattern: Fairy Tales<br>Pitch & tempo: Superheroes | Musical Me<br>Orchestral instruments: Traditional Stories<br>African call and response song: Animals<br>On This Island: British sounds & sounds<br>Myths and Legends<br>Dynamics, timbre, tempo & motifs: Space |
| Listen with concentration and understanding to a range of high-quality live and recorded music | L | Pulse & Rhythm: All About Me<br>Classical music, dynamics & tempo: Animals<br>Chanting & tuned percussion: Space | Musical Me<br>Orchestral instruments: Traditional Stories<br>African call and response song: Animals |

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| | | Vocal and body sounds: By the Sea<br>Timbre & rhythmic pattern: Fairy Tales<br>Pitch & tempo: Superheroes | On This Island: British sounds & sounds<br>Myths and Legends<br>Dynamics, timbre, tempo & motifs: Space |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music | C | Pulse & Rhythm: All About Me<br>Classical music, dynamics & tempo: Animals<br>Chanting & tuned percussion: Space<br>Vocal and body sounds: By the Sea<br>Timbre & rhythmic pattern: Fairy Tales<br>Pitch & tempo: Superheroes | Musical Me<br>Orchestral instruments: Traditional Stories<br>African call and response song: Animals<br>On This Island: British sounds & sounds<br>Myths and Legends<br>Dynamics, timbre, tempo & motifs: Space |

| Key stage 2<br>National Curriculum Computing subject content | Kapow's Music Themes | Kapow Topics | | | |
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| 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 | P | Mountains<br>Ballads<br>Chinese New Year,<br>India<br>Vikings<br>Jazz *(coming soon)* | Rainforests<br>Hanami festival<br>Romans<br>South America<br>Blues<br>Rock and Roll *(coming soon)* | South and West Africa<br>Holi Festival<br>Rivers<br>Egyptians<br>Dance Music<br>Musical Theatre | Leavers' Song *(coming soon)* |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music | C | Mountains<br>Ballads<br>Chinese New Year<br>India<br>Vikings<br>Jazz *(coming soon)* | Rainforests<br>Hanami Festival<br>Romans<br>South America<br>Blues<br>Rock and Roll *(coming soon)* | South and West Africa<br>Holi festival<br>Rivers<br>Egyptians<br>Dance Music<br>Musical Theatre | Leavers' Song *(coming soon)* |

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| Listen with attention to detail and recall sounds with increasing aural memory | | Mountains<br>Ballads<br>Chinese New Year<br>India<br>Vikings<br>Jazz *(coming soon)* | Rainforests<br>Hanami festival<br>Romans<br>South America<br>Blues<br>Rock and Roll *(coming soon)* | South and West Africa<br>Holi festival<br>Rivers<br>Egyptians<br>Dance Music<br>Musical Theatre | Leavers' Song *(coming soon)* |
| Use and understand staff and other musical notations | | Chinese New Year<br>India<br>Vikings<br>Jazz *(coming soon)* | Romans<br>Blues<br>Rock and Roll *(coming soon)* | South and West Africa<br>Rivers<br>Egyptians<br>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 | | Mountains<br>Ballads<br>Chinese New Year<br>India<br>Vikings<br>Jazz *(coming soon)* | Rainforests<br>Hanami festival<br>Romans<br>South America<br>Blues<br>Rock and Roll *(coming soon)* | South and West Africa<br>Holi festival<br>Rivers<br>Egyptians<br>Dance Music<br>Musical Theatre | Leavers' Song *(coming soon)* |
| Develop an understanding of the history of music | | Mountains<br>India<br>Jazz *(coming soon)* | South America<br>Blues<br>Rock and Roll *(coming soon)* | South and West Africa<br>Musical Theatre | |

# Overview of Kapow's topics by year

| Year 1 | **Pule & rhythm: All About Me**<br>*(5 lessons)*<br>Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm<br>**Go to topic** | **Timbre & rhythmic pattern: Fairy Tales**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Pitch & tempo: Superheroes**<br>*(5 lessons)*<br>Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments<br>**Go to topic** | **Classical music, dynamics & tempo: Animals**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Chanting & tuned percussion: Space**<br>*(5 lessons)*<br>Journeing into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition<br>**Go to topic** | **Vocal and body sounds: By the sea**<br>*(5 lessons)*<br>Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood<br>**Go to topic** |
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| **Curriculum coverage** | P<br>Clapping and playing in time to the pulse<br>Playing simple rhythms on an instrument<br>L<br>Understanding the difference between pulse and rhythm<br>C<br>Improvising vocally within a given structure | P<br>Performing short chants from memory, with expression<br>L<br>Responding to a sound by likening it to a character or mood<br>C<br>Creating and selecting sounds to match a character or mood | P<br>Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo)<br>L<br>Recognising tempo and pitch changes<br>C<br>Experimenting with tempo and pitch using tuned and untuned instruments | P<br>Singing short songs from memory, adding simple dynamics<br>Playing instruments expressively<br>L<br>Responding expressively to music using your body<br>C<br>Creating and selecting appropriate sounds to tell a story | P<br>Singing and playing in response to instructions as part of a class performance<br>L<br>Responding to music through expressive and appropriate movement<br>C<br>Creating a sequence of notes<br>Creating a chant | P<br>Performing from graphic notation<br>L<br>Listening to and commenting on the descriptive features of music<br>C<br>Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest |
| **Cross curricular links** | PSHE | English | | PE (Dance) | Science | Geography |

| Year 2 | **Musical Me: Singing and playing a song**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Orchestral instruments: Traditional Stories**<br>*(5 lessons)*<br>Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories<br>**Go to topic** | **Myths and Legends**<br>*(5 lessons)*<br>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<br>**Go to topic** | **African call & response song: Animals**<br>(5 lessons)<br>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<br>**Go to topic** | **Dynamics, timbre, tempo & motifs: Space**<br>(5 lessons)<br>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<br>**Go to topic** | **On This Island: British songs and sounds**<br>(5 lessons)<br>Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city<br>**Go to topic** |
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| | P<br>Singing and playing untuned instruments at the same time<br>Playing a melody from letter notation<br><br>L<br>Repeating a melody by ear<br><br>C<br>Choosing appropriate dynamics and timbre for a piece of music | P<br>Performing a story using vocal and instrumental sound effects<br><br>L<br>Recognising timbre changes<br><br>C<br>Improvising vocal sound effects for a story<br>Creating a tune to describe a character | P<br>Singing songs from memory with confidence and accuracy<br><br>L<br>Recognising structural features<br><br>C<br>Layering instrumental and vocal sounds and patterns within a given structure | P<br>Recognising playing a short rhythm from simple notation<br><br>L<br>Suggesting improvements to their work<br>Relating music to feelings<br><br>C<br>Creating short sequences of sound on a given idea | P<br>Performing a melodic motif musically<br><br>L<br>Listening for and recognising instrumentation<br><br>C<br>Creating a melodic motif from a set of five notes | P<br>Singing with confidence and expression<br><br>L<br>Using musical vocabulary to describe the music they hear<br><br>C<br>Creating and making improvements to a soundscape |
| **Cross curricular links** | | English | English | | Science | Geography |

| Year 3 | **Creating compositions in response to an animation: Mountains**<br>*(5 lessons)*<br>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.<br>**Go to topic** | **Developing singing techniques & keeping in time: The Vikings**<br>*(5 lessons)*<br>Developing singing skills in this History-themed topic and learning to recognise staff notation<br>**Go to topic** | **Pentatonic melodies & composition: Chinese New Year**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Traditional instruments & improvisation: Around the World: India**<br>*(5 lessons)*<br>Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style<br>**Go to topic** | **Ballads**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Jazz**<br>*(5 lessons)*<br>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<br>**Go to topic** |
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| | P<br>Performing a soundscape accurately, fluently and expressively<br>L<br>Recognising and explaining the changes within a piece of music using musical vocabulary<br>C<br>Telling a story through layers of melody and rhythm<br>H<br>Appreciating classical music and unpick its narrative | P<br>Singing songs with accuracy and control, with developing vocal technique<br>L<br>Discussing the features of battle songs using musical vocabulary<br>C<br>Creating a battle song with voices and untuned percussion | P<br>Playing a pentatonic melody from letter notation<br>Maintaining a part of during a group performance<br>L<br>Discussing the features of Chinese music using musical vocabulary<br>C<br>Combining three pentatonic melodies with untuned percussion to create a group composition | P<br>Performing a traditional Indian song with voices and instruments from staff notation<br>L<br>Recognising the stylistic features of Indian classical music<br>C<br>Creating an Indian-inspired composition using drone, rag and tal<br>H<br>Consider how music developed differently in other parts of the world | P<br>Performing a ballad as a class<br>L<br>Recognising the features of a ballad<br>C<br>Writing lyrics for a ballad | P<br>Playing their composition accurately in time with their group<br>L<br>Identifying the difference between regular rhythms and swung rhythms<br>C<br>Composing a swing version of a nursery rhyme<br>H<br>Learning different types of jazz, understanding how the genre evolved over time |
| **Cross curricular links** | Geography | History | Geography | Geography | English | History |

| Year 4 | **Body and tuned percussion: Rainforests**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Adapting and transposing motifs: Romans**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Rock and Roll**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Haiku, music & performance: Hanami**<br>*(5 lessons)*<br>Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms<br>**Go to topic** | **Samba & carnival sounds & instruments: South America**<br>*(5 lessons)*<br>Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break<br>**Go to topic** | **Blues**<br>*(5 lessons)*<br>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<br>**Go to topic** |
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| | P<br>Accurately performing a composition as part of a group<br><br>L<br>Identifying scaled dynamics (crescendo / decrescendo) within a piece of music<br><br>C<br>Creating body percussion rhythms<br>Creating a melody loop on tuned percussion | P<br>Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique<br><br>L<br>Recognising the use and development of motifs in music<br><br>C<br>Creating a motif-based composition and notating this using roman mosaic artwork | P<br>Performing a walking bass line<br>Singing in time and in tune<br><br>L<br>Recognising the features of rock and roll music<br><br>H<br>Identifying the links between this and other genres of music | P<br>Exploring timbre using their voices expressively<br><br>L<br>Recognising, naming and explaining the function of the interrelated dimensions of music<br><br>C<br>Creating and performing a group composition within a given structure using both melodic and rhythmic instruments | P<br>Playing syncopated rhythms with accuracy, control and fluency<br><br>L<br>Recognising the stylistic features of samba music<br><br>C<br>Composing a rhythmic break<br><br>H<br>Learning about the origin of samba music | P<br>Performing the blues scale on a tuned percussion instrument<br><br>L<br>Hearing when songs play the 12 bar blues<br><br>C<br>Improvising a blues performance<br><br>H<br>Understanding how this genre of music came to be |
| **Cross curricular links** | Geography | History | PE (Dance) | English | Geography | History |

| Year 5 | **Composing notation: Egyptians**<br>*(5 lessons)*<br>Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation<br>**Go to topic** | **South and West Africa**<br>*(5 lessons)*<br>Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum)<br>**Go to topic** | **Looping & remixing: Dance music**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Composition to represent the festival of colour: Holi**<br>*(5 lessons)*<br>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<br>**Go to topic** | **Changes in pitch, tempo & dynamics : Rivers**<br>*(5 lessons)*<br>Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music<br>**Go to topic** | **Musical Theatre**<br>*(5 lessons)*<br>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<br>**Go to topic** |
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| | P<br>Performing accurately from graphic notation using voices and instruments<br>L<br>Identifying how the key features of music are written down, by following a score whilst listening<br>C<br>Creating a sound story using voices and instruments, and notate it using hieroglyphs | P<br>Singing a traditional African song unaccompanied<br>Playing a chord progression on tuned percussion<br>L<br>Recognising the stylistic features of south and west African music<br>C<br>Composing an eight beat rhythmic break<br>H<br>Learning how music evolved in different traditions | P<br>Playing their own composition in time with a backing rhythm<br>L<br>Hearing loops or sections of music within remixes<br>C<br>Creating their own remix using fragments of a known song | P<br>Participating in a class performance<br>L<br>Representing a known piece of music using a graphic score<br>C<br>Creating vocal compositions based on a picture and a colour | P<br>Singing in two parts with expression and dynamics<br>Performing a vocal ostinato as part of a layered ensemble<br>L<br>Using musical vocabulary to describe the detailed features of a piece of music<br>Suggesting improvements to their own and others work<br>C<br>Creating a rhythmic ostinato | P<br>Participating in a group performance to tell a story<br>Performing a vocal ostinato as part of a layered ensemble<br>L<br>Identify the features of songs from musical theatre<br>C<br>Composing an original piece or using familiar songs to tell a story<br>H<br>Understanding what musical theatre looked and sounded like across decades |
| **Cross curricular links** | History | Geography | Computing | RE | Geography | English<br>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**<br>*(6 lessons)*<br><br>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<br><br>**Go to topic** |
| **Curric** | P<br>Improvising over and singing known melodies to a 4-chord backing track<br>Singing in an ensemble with 2 or more independent parts<br>Performing a song as a class with accuracy, fluency, control and expression<br><br>L<br>Identifying the way that the features of a song can complement one another to create a coherent overall effect<br>Using musical vocabulary correctly when describing the features of a piece of music<br><br>C<br>Writing song lyrics within a given structure<br>Composing a melody within a given structure |
| **Cross curricular links** | English |