Music

Kapow Primary™

National curriculum mapping

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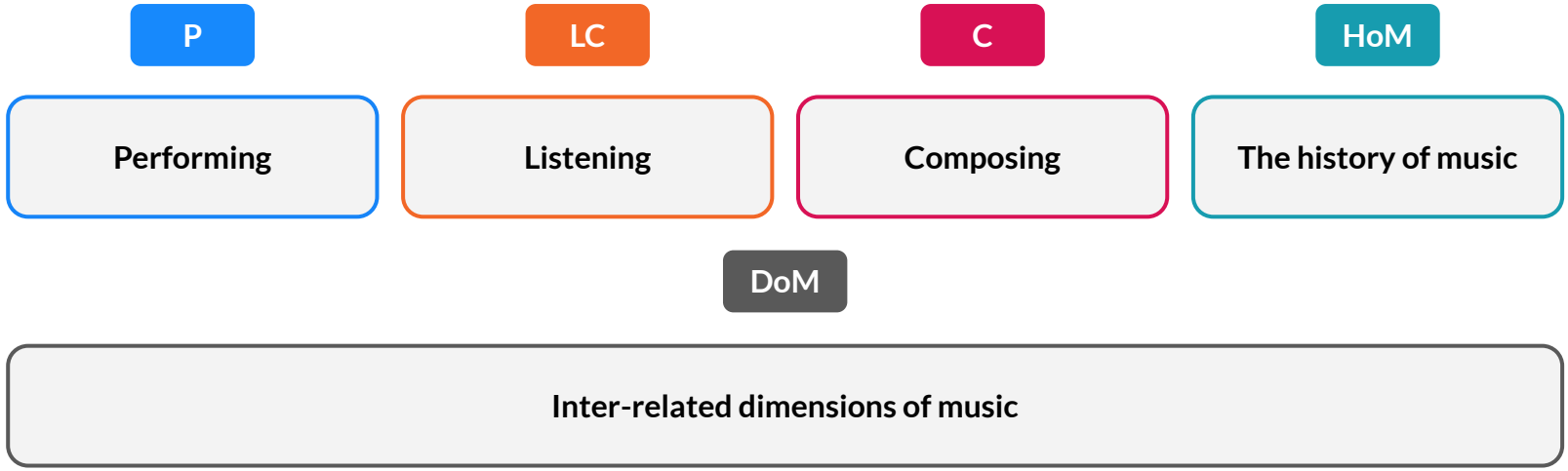
Introduction

Kapow Primary offers full coverage of the KS1 and KS2 Music curriculum, including EYFS.
We have categorised our content into four strands, with one overarching strand.



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Early years outcomes in Kapow Primary's units

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning
Celebration music	P L DoM	**Communication and Language** -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	**Understanding the World** -Recognise that people have different beliefs and celebrate special times in different way. **Expressive Arts and Design** -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring
Exploring sound	P L DoM	**Communication and Language** -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	**Understanding the World** -Explore the natural world around them **Expressive Arts and Design** -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.	✓ Playing and Exploring ✓ Creating and Thinking Critically

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Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning
Music and movement	P L DoM	**Personal, Social and Emotional Development** -Think about the perspectives of others.	**Expressive Arts and Design** -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical stories	P C L DoM	**Communication and Language** -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Early years outcomes in Kapow Primary's units

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning
Big band	P C DoM	**Communication and Language** -Learn rhymes, poems and songs.	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Please refer to our other guidance for Music provision in EYFS:

Music and continuous provision

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - **Year 1**					
		*Pulse and rhythm	Classical music, dynamics and tempo	*Timbre and rhythmic pattern	*Pitch and tempo	Vocal and body sounds	*Musical vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	P DoM	✔	✔	✔	✔	✔	
Play tuned and untuned instruments musically	P DoM	✔	✔	✔	✔	✔	✔
Listen with concentration and understanding to a range of high-quality live and recorded music	L DoM	✔	✔	✔	✔	✔	✔
Experiment with, create, select and combine sounds using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔

*Units that are included in the condensed curriculum

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Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		*Musical me	*West African call and response song	On this island: British songs and sounds	*Orchestral instruments	*Myths and legends	Dynamics, timbre, tempo and motifs
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	P DoM	✔	✔	✔			
Play tuned and untuned instruments musically	P DoM	✔	✔	✔	✔	✔	✔
Listen with concentration and understanding to a range of high-quality live and recorded music	L DoM	✔	✔	✔	✔	✔	✔
Experiment with, create, select and combine sounds using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔

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Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 3					
		*Ballads	Creating compositions in response to animation	*Developing singing technique and keeping in time	*Pentatonic melodies and composition	Jazz	*Traditional instruments and improvisation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM			✔	✔	✔	✔
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM		✔			✔	✔

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Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - **Year 4**					
		*Body and tuned percussion	Rock and roll	*Changes in pitch, dynamics and tempo	Haiku, music and performance	*Samba and carnival sounds and instruments	*Adapting and transposing motifs
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM		✔	✔			✔
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM		✔			✔	

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Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		*Composition notation	*Blues	*South and West Africa	*Composition to represent the festival of colour	Looping and remixing	Musical theatre
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM	✔	✔	✔		✔	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM		✔	✔			✔

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Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - **Year 6**					
		*Advanced rhythms	*Dynamics, pitch and texture	Songs of World War 2	Film music	*Theme and variations	*Composing and performing a leavers' song
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔		✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔		✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM	✔		✔	✔	✔	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM	✔		✔		✔	

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Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 2 - Instrumental scheme					
		*South Africa	*Caribbean	South America	Indonesia	India	America
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM	✔	✔	✔	✔	✔	✔
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM	✔	✔	✔	✔	✔	✔

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Cross-curricular links - Year 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 1					
	*Pulse and rhythm	Classical music, dynamics and tempo	*Musical vocabulary	*Timbre and rhythmic pattern	*Pitch and tempo	Vocal and body sounds
Theme	**All about me**	**Animals**	**Under the sea**	**Fairytales**	**Superheroes**	**By the sea**
English	**Writing** - clapping the syllables in their name and other words	**Spoken language** - repeating a section of a song from memory, justifying choices **Writing** - clapping back syllables **Reading** - making music to 'tell' a story	**Reading** - discussing musical vocabulary definitions	**Reading** - recognising and joining in with predictable phrases from the Three Little Pigs **Writing** - clapping out syllables in words **Spoken language** - using voice expressively when acting out a story in a group	Imagining a story behind their music	**Writing** - describing the environment using expanded noun phrases
Maths						
Science	**Animals, including humans** - naming common animals	**Animals, including humans** - naming common animals	Looking at the coral reef as a habitat to inspire textured music			
Art and design						Creating a picture (graphic score) to describe music
Geography						Understanding that music can be used to represent different environments and weather conditions
PE	Dancing in response to music	Moving like certain animals	Moving in time to the music			Matching their movements to music

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Cross-curricular links - Year 2

National curriculum subjects	Kapow Primary topics Key stage 1 - **Year 2**					
	*West African call and response song	*Orchestral instruments	*Musical me	Dynamics, timbre, tempo and motifs	On this island: British songs and sounds	*Myths and legends
Theme	**Animals**	**Traditional western stories**		**Space**	**The British Isles**	
English		**Reading -** using music to explore the Three Bears, Little Red Riding Hood, Jack and the beanstalk, choosing appropriate sounds to matchevemts, characters and feelings **Writing -** adding simple sentences to a storyboard **Spoken language -** performing a story script	**Reading -** inferring emotions and actions from the lyrics in a song **Writing -** naming letters from the alphabet accurately when writing melodies	**Writing -** naming letters from the alphabet accurately when writing melodies		**Reading -** Discussing the legend of St George and the dragon, King Arthur and Orpheus and Eurydice
Science	**Animals, including humans -** naming animals and matching with sounds, recreating the animal sounds			Discussing planets- what they are and what they look like, considering the sounds that may be heard in space		
Art and design				Creating a visual representation of a motif from a song		Drawing the vocal line in a song to create a graphic score
Geography					Learning the countries and islands that make up the British Isles, considering what the countryside is like compared to the city and coast.	
History						Understanding that when myths and legends are passed on orally they change and evolve
RSE/PSHE		Using language related to emotion when discussing events in a story	Using language related to emotions to discuss a song	Using feelings vocabulary to discuss the mood of music		

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Cross-curricular links - Year 3

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 3					
	*Ballads	Creating compositions in response to animation	*Developing singing technique and keeping in time	*Pentatonic melodies and composition	Jazz	*Traditional instruments and improvisation
Theme		Mountains	The Vikings	Chinese new year		India
English	**Reading -** listening to Space Oddity by Bowie and summarising the story in the lyrics **Writing -** considering the structure of ballads using a story mountain, selecting language carefully to write lyrics	**Spoken language - u**sing actions/ movements to 'tell' a story **Reading -** creating a rhythm to accompany a story, considering setting, atmosphere and mood.		**Reading -** Listening to the story of Nian and retelling it		
Art and design				Colouring a dragon mask template		
Geography		Considering the different sounds in the rainforest, city, seaside, mountains		Learning about other cultures	Learning about other cultures	Finding India on a world map
History			Learning about the Vikings and their army		Learning about how musical tastes change and develop and famous Jazz singers from the past	
Languages						Singing Anile vaa
PE			Performing movements in synchronisation	Performing dances, matching movements to music		Moving in response to music
RSE/PSHE	Using feelings words to describe the effect of music					Being respectful and appreciative of differences in music

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Cross-curricular links - Year 4

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 4					
	*Body and tuned percussion	Rock and roll	*Changes in pitch, dynamics and tempo	Haiku, music and performance	*Samba and carnival sounds and instruments	*Adapting and transposing motifs
Theme	**Rainforests**		**Rivers**	**Hanami**	**South America**	**Romans**
English				**Writing -** writing haiku poems		
Art and design						Appreciating mosaics.
Geography	Considering the layers of the rainforest and the plants and animals in each layer		Recognising river landforms and vocabulary	Learning about Japanese culture	Finding Brazil on a world map, learning about Brazilian culture and the carnival in Rio	
History		Understanding that rock and roll music was a response to historical events				Learning about the things the Romans did for us
PE		Performing the hand jive in time with the music				
RSE/PSHE				Considering how nature makes us feel		

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National curriculum subjects	Kapow Primary topics Key stage 2 - Year 5					
	*Composition notation	*Blues	*South and West Africa	*Composition to represent the festival of colour	Looping and remixing	Musical theatre
Theme	Ancient Egypt			Holi festival		
English						Learning about musical theatre, listening to songs and summarising the purpose of the song
Art and design	Creating a visual map of how a song sounds			Considering how colours can reflect mood, looking at abstract art		
Computing					Creating loops of music using software	
History	Learning about Ancient Egypt: the importance of the Nile, how they buried the dead and hieroglyphics	Knowing that blues music started in America in slave plantations				Learning about the history of musical theatre
Languages			Learning about the Xhosa language			
PE			Following choreography			
RE				Learning about Holi festival, the Hindu festival of colour		
RSE/PSHE		Giving emotion words to describe feeling 'blue'				

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Cross-curricular links - Year 6

National curriculum subjects	Kapow Primary topics Key stage 2 - **Year 6**					
	Advanced rhythms	*Dynamics, pitch and texture	Songs of World War 2	Film music	*Theme and variations	*Composing and performing a leavers' song
Theme		**Coast - Fingal's Cave by Mendelssohn**			**Pop Art**	
English		**Spoken language -** justifying opinions about music **Writing -** coming up with descriptive phrases to do a dramatic reading		Considering how music adds to the mood and atmosphere of a plotline		**Writing**- writing lyrics for a leavers' song
Art and design		Creating a graphic score to represent the music			Looking at the Pop Art movement, creating artwork on a theme	
History			Sharing facts about World War II, considering how the music of the time reflected events and public feeling			
RSE/PSHE			Considering the feelings evoked by the songs of WW2	Considering the emotions evoked by film music		

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Cross-curricular links - Instrumental scheme

National curriculum subjects	Kapow Primary topics Key stage 2 - **Instrumental scheme**					
	*South Africa	*Caribbean	South America	Indonesia	India	America
Science				Learning about sound waves		
History		Understanding the origins of Calypso music and how migration caused it to spread across the world	Understanding the origins of salsa music			
Geography			Locating the South American countries on a map		Exploring photographs to learn about city life in India	
Languages			Knowing some Spanish speaking countries around the world			
PE			Performing Latin American dancing		Performing Bollywood dance moves, using movement to represent an Indian street scene	
RSE/PSHE		Considering the prejudice that Calypsonians suffered				

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Version history

This page gives information about recent updates to the document.

Date	Update
12.07.22	P.13-18 added to give information about cross-curricular links
20.09.22	Name change to Y2 unit to reflect changes on the website p.17 and p.14