



Music Curriculum overview

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.



Early Years Foundation Stage Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals
Celebration music	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.
Exploring sound	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.
Music and movement	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.
Musical stories	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.

Early Years Foundation Stage Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals
Big band	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.

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

[Music and continuous provision](#)

Key stage 1 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Performing	Pulse and rhythm Classical music, dynamics and tempo Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me African call and response song On this island: British songs and sounds
	Inter-related dimensions of music		
Play tuned and untuned instruments musically	Performing	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
Listen with concentration and understanding to a range of high-quality live and recorded music	Listening	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
Experiment with, create, select and combine sounds using the inter-related dimensions of music	Composing	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
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Key stage 2 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units
		Year 3
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performing	Ballads
	Inter-related dimensions of music	Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition
		Jazz Traditional instruments and improvisation
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing	Ballads
	Inter-related dimensions of music	Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition
		Jazz Traditional instruments and improvisation
Listen with attention to detail and recall sounds with increasing aural memory	Listening	Ballads
	Inter-related dimensions of music	Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition
		Jazz Traditional instruments and improvisation
Use and understand staff and other musical notations	Performing	Developing singing technique and keeping in time Pentatonic melodies and composition
	Composing	Jazz
	Inter-related dimensions of music	Traditional instruments and improvisation

Key stage 2 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units
		Year 3
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening	Ballads
	The history of music	Creating compositions in response to animation
	Inter-related dimensions of music	Developing singing technique and keeping in time
		Pentatonic melodies and composition
Develop an understanding of the history of music		Jazz
	The history of music	Traditional instruments and improvisation
	Inter-related dimensions of music	

EYFS	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...	Characteristics of effective learning
Teacher guidance: Music and continuous provision Go to guidance	Teachers will be looking at how to resource your continuous and enhanced provision, and observe musical skills through play.	Performing Listening Composing Inter-related dimensions of music	Guidance for teachers: How to audit your environment to ensure you are providing opportunities for the exploration of sounds, instruments, songs and music. How to observe children at play to ensure that the outcomes for expressive arts and design/music are met and developed.	
Celebration music (5 lessons) Go to unit	Exploring music from around the world through focusing on winter celebrations. Listening to music, experimenting with playing percussion instruments and moving to music.	Performing Listening Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Using un-tuned instruments to play alongside and in response to different types of music. Listening to and commenting on the descriptive features of music. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.	✓ Playing and Exploring
Exploring sound (5 lessons) Go to unit	Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds.	Performing Listening Inter-related dimensions of music	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Using bodies, voices, un-tuned instruments and natural objects to create sound. Responding to a sound by likening it to a character, animal or familiar environmental sound. Recognising familiar sounds.	✓ Playing and Exploring ✓ Creating and Thinking Critically
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EYFS	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...	Characteristics of effective learning
Music and movement (5 lessons) Go to unit	Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions. Culminates in a final performance.	Performing Listening Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical stories (6 lessons) Go to unit	Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.	Performing Listening Composing Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. Creating and selecting appropriate sounds to tell a story.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Big Band (5 lessons) Go to unit	Experimenting with the sounds of instruments, through child and teacher-led sessions. Creating their own instruments and using non-tuned percussion instruments to form a class band. Culminates in a final performance.	Performing Composing Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Singing and playing in response to instructions as part of a class performance. Playing instruments expressively. Experimenting with tempo and pitch using tuned and untuned instruments.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
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Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Pulse and rhythm: All about me (5 lessons) Go to unit	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Performing	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure.	PSHE
		Listening		
		Composing		
		Inter-related dimensions of music		
Classical music, dynamics and tempo: Animals (5 lessons) Go to unit	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.	Performing	Singing short songs from memory, adding simple dynamics. Playing instruments expressively. Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story.	PE (Dance)
		Listening		
		Composing		
		Inter-related dimensions of music		
Musical Vocabulary: Under the sea (5 lessons) Go to unit	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Performing	Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth Layering instrumental sounds in response to an image Using musical vocabulary when describing how to create effects in music	
		Listening		
		Composing		
		Inter-related dimensions of music		
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Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Timbre and rhythmic patterns: Fairy tales (5 lessons) Go to unit	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.	Performing	Performing short chants from memory, with expression. Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood.	English
		Listening		
		Composing		
		Inter-related dimensions of music		
Pitch and tempo: Superheroes (5 lessons) Go to unit	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.	Performing	Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Listening Experimenting with tempo and pitch using tuned and untuned instruments.	
		Listening		
		Composing		
		Inter-related dimensions of music		
Vocal and body sounds: By the sea (5 lessons) Go to unit	Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.	Performing	Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.	Geography
		Listening		
		Composing		
		Inter-related dimensions of music		
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Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
African call and response song: Animals (5 lessons) Go to unit	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.	Performing Listening Composing Inter-related dimensions of music	Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Listening Creating short sequences of sound on a given idea.	
Orchestral instruments: Traditional stories (5 lessons) Go to unit	Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	Performing Listening Composing Inter-related dimensions of music	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character.	English
Musical me: Singing and playing a song (5 lessons) Go to unit	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.	Performing Listening Composing Inter-related dimensions of music	Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Listening Choosing appropriate dynamics and timbre for a piece of music.	
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Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Dynamics, timbre, tempo and motifs: Space (5 lessons) Go to unit	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.	Performing Listening Composing Inter-related dimensions of music	Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes.	Science
On this island: British songs and sounds (5 lessons) Go to unit	Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.	Performing Listening Composing Inter-related dimensions of music	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.	Geography
Myths and legends (5 lessons) Go to unit	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.	Performing Listening Composing Inter-related dimensions of music	Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.	English
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Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Ballads (5 lessons) Go to unit	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.	Performing	Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad.	English
		Listening		
		Composing		
		Inter-related dimensions of music		
Creating compositions in response to an animation: Mountains (5 lessons) Go to unit	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.	Performing	Performing a soundscape accurately, fluently and expressively. Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative.	Geography
		Listening		
		Composing		
		The history of music		
		Inter-related dimensions of music		
Developing singing techniques and keeping in time: The Vikings (5 lessons) Go to unit	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Performing	Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.	History
		Listening		
		Composing		
		Inter-related dimensions of music		
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Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Pentatonic melodies and composition: Chinese New Year (5 lessons) Go to unit	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.	Performing	Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition.	Geography
		Listening		
		Composing		
		Inter-related dimensions of music		
Jazz (5 lessons) Go to unit	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.	Performing	Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.	History
		Listening		
		Composing		
		The history of music		
		Inter-related dimensions of music		
Traditional instruments and improvisation: Around the world: India (5 lessons) Go to unit	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.	Performing	Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music . Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.	Geography
		Listening		
		Composing		
		The history of music		
		Inter-related dimensions of music		
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