

Roselands-Stafford Federation

MUSIC – Connected Curriculum Key Learning – KS1 Overview

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

- Performing 
- Listening 
- Composing 
- The history of music 

National Curriculum by Kapow’s themes and topics

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		Pulse & Rhythm: All About Me Classical music, dynamics & tempo: Animals Chanting & tuned percussion: Space Vocal and body sounds: By the Sea	Musical Me African call and response song: Animals On This Island: British sounds & sounds

Roselands-Stafford Federation

		Timbre & rhythmic pattern: Fairy Tales Pitch & tempo: Superheroes	
Play tuned and untuned instruments musically		Pulse & Rhythm: All About Me Classical music, dynamics & tempo: Animals Chanting & tuned percussion: Space Vocal and body sounds: By the Sea Timbre & rhythmic pattern: Fairy Tales Pitch & tempo: Superheroes	Musical Me Orchestral instruments: Traditional Stories African call and response song: Animals On This Island: British sounds & sounds Myths and Legends Dynamics, timbre, tempo & motifs: Space
Listen with concentration and understanding to a range of high-quality live and recorded music		Pulse & Rhythm: All About Me Classical music, dynamics & tempo: Animals Chanting & tuned percussion: Space Vocal and body sounds: By the Sea Timbre & rhythmic pattern: Fairy Tales Pitch & tempo: Superheroes	Musical Me Orchestral instruments: Traditional Stories African call and response song: Animals On This Island: British sounds & sounds Myths and Legends Dynamics, timbre, tempo & motifs: Space

Roselands-Stafford Federation

<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>C</p>	<p>Pulse & Rhythm: All About Me Classical music, dynamics & tempo: Animals Chanting & tuned percussion: Space Vocal and body sounds: By the Sea Timbre & rhythmic pattern: Fairy Tales Pitch & tempo: Superheroes</p>	<p>Musical Me Orchestral instruments: Traditional Stories African call and response song: Animals On This Island: British sounds & sounds Myths and Legends Dynamics, timbre, tempo & motifs: Space</p>	
<p>Develop an understanding of the history of music</p>	<p>H</p>	<p>Mountains India Jazz (coming soon)</p>	<p>South America Blues Rock and Roll (coming soon)</p>	<p>South and West Africa Musical Theatre</p>

Roselands-Stafford Federation

Overview of Kapow's topics by year

<p>Year 1</p>	<p>Pulse & rhythm: All About Me <i>(5 lessons)</i> Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm <u>Go to topic</u></p>	<p>Timbre & rhythmic pattern: Fairy Tales <i>(5 lessons)</i> 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 <u>Go to topic</u></p>	<p>Pitch & tempo: Superheroes <i>(5 lessons)</i> Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments <u>Go to topic</u></p>	<p>Classical music, dynamics & tempo: Animals <i>(5 lessons)</i> 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 <u>Go to topic</u></p>	<p>Chanting & tuned percussion: Space <i>(5 lessons)</i> Journey into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition <u>Go to topic</u></p>	<p>Vocal and body sounds: By the sea <i>(5 lessons)</i> Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood <u>Go to topic</u></p>
---------------------------------	--	--	---	---	---	--

Roselands-Stafford Federation

	<p>P Clapping and playing in time to the pulse Playing simple rhythms on an instrument</p> <p>L Understanding the difference between pulse and rhythm</p> <p>C Improvising vocally within a given structure</p>	<p>P Performing short chants from memory, with expression</p> <p>L Responding to a sound by likening it to a character or mood</p> <p>C Creating and selecting sounds to match a character or mood</p>	<p>P Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo)</p> <p>L Recognising tempo and pitch changes</p> <p>C Experimenting with tempo and pitch using tuned and untuned instruments</p>	<p>P Singing short songs from memory, adding simple dynamics Playing instruments expressively</p> <p>L Responding expressively to music using your body</p> <p>C Creating and selecting appropriate sounds to tell a story</p>	<p>P Singing and playing in response to instructions as part of a class performance</p> <p>L Responding to music through expressive and appropriate movement</p> <p>C Creating a sequence of notes Creating a chant</p>	<p>P Performing from graphic notation</p> <p>L Listening to and commenting on the descriptive features of music</p> <p>C Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest</p>
<p>Cross curricular links</p>	<p>PSHE</p>	<p>English</p>		<p>PE (Dance)</p>	<p>Science</p>	<p>Geography</p>

Roselands-Stafford Federation

<p>Year 2</p>	<p>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 <u>Go to topic</u></p>	<p>Orchestral instruments: Traditional Stories (5 lessons) Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories <u>Go to topic</u></p>	<p>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 <u>Go to topic</u></p>	<p>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 <u>Go to topic</u></p>	<p>Dynamics, timbre, tempo & motifs: Space (5 lessons) Inspired by <i>The Planets</i> by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space <u>Go to topic</u></p>	<p>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 <u>Go to topic</u></p>
----------------------	--	---	--	---	---	---

Roselands-Stafford Federation

	<p>P Singing and playing untuned instruments at the same time Playing a melody from letter notation</p> <p>L Repeating a melody by ear</p> <p>C Choosing appropriate dynamics and timbre for a piece of music</p>	<p>P Performing a story using vocal and instrumental sound effects</p> <p>L Recognising timbre changes</p> <p>C Improvising vocal sound effects for a story Creating a tune to describe a character</p>	<p>P Singing songs from memory with confidence and accuracy</p> <p>L Recognising structural features</p> <p>C Layering instrumental and vocal sounds and patterns within a given structure</p>	<p>P Recognising playing a short rhythm from simple notation</p> <p>L Suggesting improvements to their work Relating music to feelings</p> <p>C Creating short sequences of sound on a given idea</p>	<p>P Performing a melodic motif musically</p> <p>L Listening for and recognising instrumentation</p> <p>C Creating a melodic motif from a set of five notes</p>	<p>P Singing with confidence and expression</p> <p>L Using musical vocabulary to describe the music they hear</p> <p>C Creating and making improvements to a soundscape</p>
Cross curricular links	<p>Geography History English</p>	<p>English History Geography</p>	<p>English Geography PE (Dance) Computing</p>	<p>Geography RE English</p>	<p>Science English Geography</p>	<p>Geography History English PE</p>