

MUSIC – Connected Curriculum Key Learning – KS2 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 2 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 Ballads Chinese New Year. India Vikings Jazz (coming soon) | Rainforests Hanami festival Romans South America Blues Rock and Roll (coming soon) | South and West Africa Holi Festival Rivers Egyptians Dance Music Musical Theatre | Leavers’ Song (coming soon) |

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| <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p></p> | <p>Mountains Ballads Chinese New Year India Vikings Jazz (<i>coming soon</i>)</p> | <p>Rainforests Hanami Festival Romans South America Blues Rock and Roll (<i>coming soon</i>)</p> | <p>South and West Africa Holi festival Rivers Egyptians Dance Music Musical Theatre</p> | <p>Leavers' Song (<i>coming soon</i>)</p> |
| <p>Listen with attention to detail and recall sounds with increasing aural memory</p> | <p></p> | <p>Mountains Ballads Chinese New Year India Vikings Jazz (<i>coming soon</i>)</p> | <p>Rainforests Hanami festival Romans South America Blues Rock and Roll (<i>coming soon</i>)</p> | <p>South and West Africa Holi festival Rivers Egyptians Dance Music Musical Theatre</p> | <p>Leavers' Song (<i>coming soon</i>)</p> |
| <p>Use and understand staff and other musical notations</p> | <p> </p> | <p>Chinese New Year India Vikings Jazz (<i>coming soon</i>)</p> | <p>Romans Blues Rock and Roll (<i>coming soon</i>)</p> | <p>South and West Africa Rivers Egyptians Dance Music</p> | <p>Leavers' Song (<i>coming soon</i>)</p> |
| <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | <p> </p> | <p>Mountains Ballads Chinese New Year India Vikings Jazz (<i>coming soon</i>)</p> | <p>Rainforests Hanami festival Romans South America Blues</p> | <p>South and West Africa Holi festival Rivers Egyptians Dance Music</p> | <p>Leavers' Song (<i>coming soon</i>)</p> |

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| | | | Rock and Roll <i>(coming soon)</i> | Musical Theatre | |
| Develop an understanding of the history of music |  | Mountains India Jazz <i>(coming soon)</i> | South America Blues Rock and Roll <i>(coming soon)</i> | South and West Africa Musical Theatre | |

Overview of Kapow's topics by year

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

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| Year 4 | Body and tuned percussion: Rainforests <i>(5 lessons)</i> 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 <u>Go to topic</u> | Adapting and transposing motifs: Romans <i>(5 lessons)</i> 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 <u>Go to topic</u> | Rock and Roll <i>(5 lessons)</i> 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 <u>Go to topic</u> | Haiku, music & performance: Hanami <i>(5 lessons)</i> Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms <u>Go to topic</u> | Samba & carnival sounds & instruments: South America <i>(5 lessons)</i> Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break <u>Go to topic</u> | Blues <i>(5 lessons)</i> 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 <u>Go to topic</u> |
| | <div style="text-align: center;">P</div> Accurately performing a composition as part of a group | <div style="text-align: center;">P</div> Playing melody parts on tuned instruments with accuracy and control, with | <div style="text-align: center;">P</div> Performing a walking bass line Singing in time and in tune | <div style="text-align: center;">P</div> Exploring timbre using their voices expressively | <div style="text-align: center;">P</div> Playing syncopated rhythms with | <div style="text-align: center;">P</div> Performing the blues scale on a tuned percussion instrument |

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| | <p>L Identifying scaled dynamics (crescendo / decrescendo) within a piece of music</p> <p>C Creating body percussion rhythms Creating a melody loop on tuned percussion</p> | <p>developing vocal technique</p> <p>L Recognising the use and development of motifs in music</p> <p>C Creating a motif-based composition and notating this using roman mosaic artwork</p> | <p>L Recognising the features of rock and roll music</p> <p>H Identifying the links between this and other genres of music</p> | <p>L Recognising, naming and explaining the function of the interrelated dimensions of music</p> <p>C Creating and performing a group composition within a given structure using both melodic and rhythmic instruments</p> | <p>accuracy, control and fluency</p> <p>L Recognising the stylistic features of samba music</p> <p>C Composing a rhythmic break</p> <p>H Learning about the origin of samba music</p> | <p>L Hearing when songs play the 12 bar blues</p> <p>C Improvising a blues performance</p> <p>H Understanding how this genre of music came to be</p> |
| Cross curricular links | Geography | History | PE (Dance) | English | Geography | History |

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| Year 5 | Composing notation: Egyptians (5 lessons) Learning to identify the pitch and rhythm | South and West Africa (5 lessons) Learning and performing a | Looping & remixing: Dance music (5 lessons) Learning how dance | Composition to represent the festival of colour: Holi (5 lessons) | Changes in pitch, tempo & dynamics : Rivers (5 lessons) Associating the | Musical Theatre (5 lessons) Learning how singing, acting and dancing can be |
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| | <p>of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation <u>Go to topic</u></p> | <p>traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum) <u>Go to topic</u></p> | <p>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 <u>Go to topic</u></p> | <p>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 <u>Go to topic</u></p> | <p>stages of the river with different rhythms and learning what an ostinato is and how it's used in music <u>Go to topic</u></p> | <p>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 <u>Go to topic</u></p> |
| | <p>P Performing accurately from graphic notation using voices and instruments L Identifying how the key features of music are written down, by following a score whilst listening C</p> | <p>P Singing a traditional African song unaccompanied Playing a chord progression on tuned percussion L Recognising the stylistic features of south and west African music C</p> | <p>P Playing their own composition in time with a backing rhythm L Hearing loops or sections of music within remixes C Creating their own remix using fragments of a known song</p> | <p>P Participating in a class performance L Representing a known piece of music using a graphic score C Creating vocal compositions based on a picture and a colour</p> | <p>P Singing in two parts with expression and dynamics Performing a vocal ostinato as part of a layered ensemble L Using musical vocabulary to describe the detailed features of a piece of music Suggesting improvements to</p> | <p>P Participating in a group performance to tell a story Performing a vocal ostinato as part of a layered ensemble L Identify the features of songs from musical theatre C Composing an original piece or</p> |

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| | <p>Creating a sound story using voices and instruments, and notate it using hieroglyphs</p> | <p>Composing an eight beat rhythmic break</p> <p>H</p> <p>Learning how music evolved in different traditions</p> | | | <p>their own and others work</p> <p>C</p> <p>Creating a rhythmic ostinato</p> | <p>using familiar songs to tell a story</p> <p>H</p> <p>Understanding what musical theatre looked and sounded like across decades</p> |
| Cross curricular links | History | Geography | Computing | RE | Geography | English 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 | | | | | |
| | <p>Leavers' Song (6 lessons)</p> <p>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</p> <p><u>Go to topic</u></p> | | | | | |

P

Improvising over and singing known melodies to a 4-chord backing track
Singing in an ensemble with 2 or more independent parts
Performing a song as a class with accuracy, fluency, control and expression

L

Identifying the way that the features of a song can complement one another to create a coherent overall effect
Using musical vocabulary correctly when describing the features of a piece of music

C

Writing song lyrics within a given structure
Composing a melody within a given structure

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English