National Curriculum by Kapow Primary and Suffolk County Music Service

themes and units

Stanton Community Primary School

|  |  |  |
| --- | --- | --- |
| **Key Stage 1**National Curriculum Music Subject content:You may observe that a child: | Kapow Primary Music Strands | Kapow Units |
|  | Year 1 | Year 2 |
| Uses their voice expressively and creatively by singing songs and speaking in chants and rhymes | Performing | Classical Music, dynamics and tempo (Animals)Pitch and tempo (Superheroes) | Musical MeAfrican call and response song |
| Inter-related dimensions of music |
| Play tuned and untuned instruments musically | Performing | Classical Music, dynamics and tempo (Animals)Musical vocabulary (Under the Sea)Pitch and Tempo (Superheroes) | Musical MeOrchestral InstrumentsAfrican call and response song |
| Inter-related dimensions of music |
| Listens with concentration and understanding to a range of high-quality live and recorded music | Listening | Classical Music, dynamics and tempo (Animals)Musical vocabulary  (Under the Sea)Pitch and Tempo (Superheroes) | Musical MeOrchestral InstrumentsAfrican call and response song |
| Inter-related dimensions of music |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music | Composing | Classical Music, dynamics and tempo (Animals)Musical vocabulary (Under the Sea)Pitch and Tempo (Superheroes) | Musical MeOrchestral InstrumentsAfrican call and response song |
| Inter-related dimensions of music |

|  |  |  |
| --- | --- | --- |
| **Key Stage 2**National Curriculum Music Subject content: You may observe a child: | Kapow Primary Music Strands | Kapow/Whole Class Ensemble TeachingUnits |
|  | Year 3 | Year 4 |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression | Performing | Pentatonic melodies and composition (Chinese New Year)Traditional instruments and improvisation (India)Ballads | Term 1Term 2Term 3 |
| Inter-related dimensions of music |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music | Composing | Pentatonic melodies and composition (Chinese New Year)Traditional instruments and improvisation (India)Ballads | Term 1Term 2Term 3 |
| Inter-related dimensions of music |
| Listen with attention to detail and recall sounds with increasing aural memory | Listening | Pentatonic melodies and composition (Chinese New Year)Traditional instruments and improvisation (India)Ballads | Term 1Term 2Term 3 |
| Inter-related dimensions of music |
| Use and understand staff and other musical notations | Performing | Pentatonic melodies and composition (Chinese New Year)Traditional instruments and improvisation (India) | Term 1Term 2Term 3 |
| Composing |
| Inter-related dimensions of music |
| Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians | Listening | Pentatonic melodies and composition (Chinese New Year)Traditional instruments and improvisation (India)Ballads | Term 1Term 2Term 3 |
| The history of music |
| Inter-related dimensions of music |
| Develop an understanding of the history of music | The history of music | Traditional instruments and improvisation (India) | Term 1Term 2 and Term 3 |

|  |  |  |
| --- | --- | --- |
| **Key Stage 2**National Curriculum Music Subject content: You may observe that a child: | Kapow Primary Music Strands | KapowUnits |
|  | 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 | Performing | BluesSouth and West AfricaLooping and Remixing | Songs of World War 2Film MusicTheme and variations(Pop Art) |
| Inter-related dimensions of music |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music | Composing | BluesSouth and West AfricaLooping and Remixing | Film MusicTheme and variations(Pop Art) |
| Inter-related dimensions of music |
| Listen with attention to detail and recall sounds with increasing aural memory | Listening | BluesSouth and West AfricaLooping and Remixing | Songs of World War 2Film MusicTheme and variations(Pop Art) |
| Inter-related dimensions of music |
| Use and understand staff and other musical notations | Performing | BluesSouth and West AfricaLooping and Remixing |  Songs of World War 2 Film MusicTheme and variations(Pop Art) |
| Composing |
| Inter-related dimensions of music |
| Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians | Listening | BluesSouth and West AfricaLooping and Remixing | Songs of World War 2Film MusicTheme and variations(Pop Art) |
| The history of music |
| Inter-related dimensions of music |
| Develop an understanding of the history of music | The history of music | BluesSouth and West Africa | Songs of World War 2Theme and variations(Pop Art) |
| Inter-related dimensions of music |