

KAPOW

Kapow Primary music is fully aligned with the Music National Curriculum (see comparison document). It also includes elements of the model music curriculum. Kapow teaches music through a spiral curriculum design which is considered best practise in the teaching of music through short, regular sessions which revisits key concepts throughout a child's primary school career, ensuring these are embedded securely.

Musical elements

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1

Inter-related dimensions of music		
Performing	Listening	Composing

KS2

Inter-related dimensions of music			
Performing	Listening	Composing	History of music

Music fundamentals:

- Pulse - the regular heartbeat of the music; its steady beat.
- Rhythm - long and short sounds or patterns that happen over the pulse.

The inter-related dimensions of music are:

- Pitch - high and low sounds.
- Tempo - the speed of the music; fast or slow or in- between.
- Texture - layers of sound.
- Timbre - the quality of sound.
- Duration - the length of time a sound or silence lasts.
- Dynamics - the volume of sound.
- Structure - the organization of musical ideas.
- Notation - How music is recoded graphically

Progression Document

	Progression of Knowledge	Progression of Skills	Vocabulary
Year 1	<p><u>Pitch</u> To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.</p> <p><u>Duration</u> To know that rhythm means a pattern of long and short notes.</p> <p><u>Dynamics</u> To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p><u>Tempo</u> To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.</p> <p><u>Timbre</u> To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Performing from simple graphic notation. <p><u>Listening</u></p> <ul style="list-style-type: none"> Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. <p><u>Composing</u></p> <ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. 	<p>Rhythm</p> <p>Pulse</p> <p>fast</p> <p>slow</p> <p>quiet</p> <p>dynamics</p> <p>tempo</p> <p>musical composition</p> <p>celeste</p> <p>timbre</p> <p>pitch</p> <p>rhythm</p> <p>structure</p> <p>texture</p> <p>graphic score</p> <p>strings</p> <p>timpani</p> <p>oboe</p> <p>clarinet</p> <p>bassoon</p> <p>french horn</p> <p>flute</p> <p>accelerando</p> <p>high pitched</p> <p>low pitch</p> <p>perform</p> <p>body percussion</p> <p>dynamics</p> <p>graphic score</p>

	<p><u>Texture</u> To know that music has layers called 'texture'.</p> <p><u>Structure</u> To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p><u>Notation</u> To understand that music can be represented by pictures or symbols.</p>	<ul style="list-style-type: none"> • Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher. 	instruments
Year 2	<p><u>Pitch</u> To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p><u>Duration</u> To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p><u>Dynamics</u> To know that dynamics can change the effect a sound has on the audience.</p> <p><u>Tempo</u></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • *Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listening to and recognising instrumentation. • *Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <p><u>Composing</u></p>	timbre dynamics tempo call and response rhythm structure orchestra instruments strings woodwind brass percussion vocals sound effect rhythm pulse beat melody notation soundscape

	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p><u>Timbre</u> To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.</p> <p><u>Texture</u> To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p><u>Structure</u> To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p><u>Notation</u> To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • *Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • *Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. 	<p>motif composition duration inspiration pitch structure texture</p>
Year 3	<p><u>Pitch</u></p> <ul style="list-style-type: none"> • To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<p>ballad ensemble compose influence listen dynamics timbre</p>

	<ul style="list-style-type: none"> To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. <p><u>Duration</u></p> <ul style="list-style-type: none"> To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder. <p><u>Timbre</u></p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. <p><u>Texture</u></p> <ul style="list-style-type: none"> To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <p><u>Structure</u></p> <ul style="list-style-type: none"> To know that in a ballad, a 'stanza' means a verse. 	<ul style="list-style-type: none"> *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology <p><u>Listening</u></p> <ul style="list-style-type: none"> *Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p><u>Composing</u></p> <ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	pitch repeated rhythm pattern notation minim crotchet quaver coordinated disciplined crescendo duration all and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation Bollywood drone notation rag sitar tabla tanpura tala
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	<ul style="list-style-type: none"> To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. <p><u>Notation</u></p> <ul style="list-style-type: none"> To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. 	<ul style="list-style-type: none"> *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary. <p><u>History of music</u></p> <ul style="list-style-type: none"> Understanding that music from different times has different features. (Also part of the Listening strand) 	
Year 4	Whole Class Ensemble Teaching - Entrust		
Year 5	Whole Class Ensemble Teaching - Entrust		
Year 6	<p><u>Pitch</u></p> <ul style="list-style-type: none"> To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch. <p><u>Duration</u></p> <ul style="list-style-type: none"> To understand that all types of music notation show note duration. To understand that representing beats of silence or 'rests' in written 	<p><u>Performing</u></p> <ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. <p><u>Listening</u></p>	audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work

	<p>music is important as it helps us play rhythms correctly.</p> <ul style="list-style-type: none"> To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> To know that a melody can be adapted by changing its dynamics. <p><u>Timbre</u></p> <ul style="list-style-type: none"> To know that a melody can be adapted by changing its dynamics, pitch or tempo. <p><u>Texture</u></p> <ul style="list-style-type: none"> To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. <p><u>Structure</u></p> <ul style="list-style-type: none"> To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. 	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <p><u>Composing</u></p> <ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 	<p>ensemble</p> <p>music</p> <p>morale</p> <p>Britain</p> <p>troops</p> <p>frontline</p> <p>Vera Lynn</p> <p>contrast</p> <p>tempo</p> <p>higher and lower</p> <p>diaphragm</p> <p>melody</p> <p>phrase</p> <p>graphic score</p> <p>pitch</p> <p>Do Re Mi Fa So La Ti</p> <p>counter-melody</p> <p>harmony</p> <p>Solfa</p>
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	<ul style="list-style-type: none"> • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. • To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. <p><u>Notation</u></p> <ul style="list-style-type: none"> • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. • To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music. 	<ul style="list-style-type: none"> • Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary. <p><u>History of music</u></p> <ul style="list-style-type: none"> • *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. 	<p>accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor</p>
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			modulate orchestral pitch sequence solo soundtrack symbol timpani tension texture tremolo unison
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Assessment in music

Musical strand	Key assessment considerations
Performance	<p>Accuracy</p> <ul style="list-style-type: none"> - Have they played all notes correctly and in time? Have they kept to the correct pulse and rhythm? <p>Fluency</p> <ul style="list-style-type: none"> - Can they play from start to end without mistakes or pauses? <p>Control</p> <ul style="list-style-type: none"> - Can they control the instrument and the sounds they are making? Hitting to hard/soft. <p>Expression</p> <ul style="list-style-type: none"> - Can they make appropriate decisions? If it is a happy song, are they using the correct expressions to slow this? If it is a sleepy song, is their volume appropriate?
Listening	<p>Depth of answers - have they gone into age appropriate detail with answers? Use questions to encourage children to explore deeper if needed. Do their answers convey appropriate understanding of the musical themes/concepts?</p> <p>Justification - can children justify their thoughts?</p> <p>Use of musical vocab - can they use musical vocabulary confidently and accurately.</p>
Composing	<p>Structure - Does their music have a structure? Beginning - end? Contrasting section? (according to age related knowledge and skills).</p> <p>Fit for purpose - Is the music fit for purpose? If it is a jingle - is it short and catchy? Music score - is it lengthy?</p>

Recording of musical evidence:

Performing	Audio recordings Visual recordings Recordings on iPads Showbe
Listening	Written responses Teacher notes on lesson plan Showbe
Composing	Audio recordings Visual recordings Recordings on iPads Showbe Graphic notation