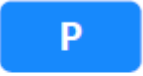

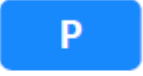
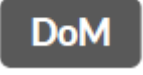



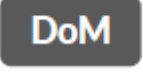


St. Peter's C of E Primary School
National Curriculum Coverage (Music)

| Key stage 1 - National Curriculum music subject content: | Kapow's music strands | Kapow Primary Topics | |
|--|--|--|--|
| | | Year 1/2 - Cycle A | Year 1/2 - Cycle B |
| Use their voices expressively and creatively by singing songs and speaking chants and rhymes |   | <ul style="list-style-type: none"> • Pulse and rhythm • Timbre and rhythmic pattern • Pitch and tempo | <ul style="list-style-type: none"> • Musical me • West African call and response song |
| Play tuned and untuned instruments musically |   | <ul style="list-style-type: none"> • Pulse and rhythm • Timbre and rhythmic pattern • Pitch and tempo • Musical vocabulary | <ul style="list-style-type: none"> • Musical me • West African call and response song • Orchestral instruments • Myths and legends |
| Listen with concentration and understanding to a range of high-quality live and recorded music |   | <ul style="list-style-type: none"> • Pulse and rhythm • Timbre and rhythmic pattern • Pitch and tempo • Musical vocabulary | <ul style="list-style-type: none"> • Musical me • West African call and response song • Orchestral instruments • Myths and legends |
| Experiment with, create, select and combine sounds using the inter-related dimensions of music |   | <ul style="list-style-type: none"> • Pulse and rhythm • Timbre and rhythmic pattern • Pitch and tempo • Musical vocabulary | <ul style="list-style-type: none"> • Musical me • West African call and response song • Orchestral instruments • Myths and legends |

St. Peter's C of E Primary School
National Curriculum Coverage (Music)

| Key stage 2 - National Curriculum music subject content: | Kapow's music strands | Kapow Primary Topics | |
|--|--------------------------|--|---|
| | | Year 3/4 - Cycle A | Year 3/4 - Cycle B |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | <ul style="list-style-type: none"> Changes in pitch, dynamics and tempo Adapting and transposing motifs South Africa (Instrumental unit) Caribbean (Instrumental unit) | <ul style="list-style-type: none"> Developing singing technique and keeping in time Pentatonic melodies and composition Body and tuned percussion Samba and carnival sounds and instruments |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music | | <ul style="list-style-type: none"> Changes in pitch, dynamics and tempo Adapting and transposing motifs South Africa (Instrumental unit) Caribbean (Instrumental unit) | <ul style="list-style-type: none"> Developing singing technique and keeping in time Pentatonic melodies and composition Body and tuned percussion Samba and carnival sounds and instruments |
| Listen with attention to detail and recall sounds with increasing aural memory | | <ul style="list-style-type: none"> Changes in pitch, dynamics and tempo Adapting and transposing motifs South Africa (Instrumental unit) Caribbean (Instrumental unit) | <ul style="list-style-type: none"> Developing singing technique and keeping in time Pentatonic melodies and composition Body and tuned percussion Samba and carnival sounds and instruments |
| Use and understand staff and other musical notations | | <ul style="list-style-type: none"> Changes in pitch, dynamics and tempo Adapting and transposing motifs South Africa (Instrumental unit) Caribbean (Instrumental unit) | <ul style="list-style-type: none"> Developing singing technique and keeping in time Pentatonic melodies and composition |
| Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | <ul style="list-style-type: none"> Changes in pitch, dynamics and tempo Adapting and transposing motifs South Africa (Instrumental unit) Caribbean (Instrumental unit) | <ul style="list-style-type: none"> Developing singing technique and keeping in time Pentatonic melodies and composition Body and tuned percussion Samba and carnival sounds and instruments |
| Develop an understanding of the history of music. | | <ul style="list-style-type: none"> South Africa (Instrumental unit) Caribbean (Instrumental unit) | <ul style="list-style-type: none"> Samba and carnival sounds and instruments |

St. Peter's C of E Primary School
National Curriculum Coverage (Music)

| Key stage 2 - National Curriculum music subject content: | Kapow's music strands | Kapow Primary Topics | |
|--|--------------------------|---|--|
| | | Year 5/6 - Cycle A | Year 5/6 - Cycle B |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | <ul style="list-style-type: none"> Composition notation Blues South and West Africa Composition to represent the festival of colour | <ul style="list-style-type: none"> Dynamics, pitch and texture Theme and variations Baroque Composing and performing a leaver's song |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music | | <ul style="list-style-type: none"> Composition notation Blues South and West Africa Composition to represent the festival of colour | <ul style="list-style-type: none"> Dynamics, pitch and texture Theme and variations Baroque Composing and performing a leaver's song |
| Listen with attention to detail and recall sounds with increasing aural memory | | <ul style="list-style-type: none"> Composition notation Blues South and West Africa Composition to represent the festival of colour | <ul style="list-style-type: none"> Theme and variations Baroque Composing and performing a leaver's song |
| Use and understand staff and other musical notations | | <ul style="list-style-type: none"> Composition notation Blues South and West Africa | <ul style="list-style-type: none"> Theme and variations Baroque |
| Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | <ul style="list-style-type: none"> Composition notation Blues South and West Africa Composition to represent the festival of colour | <ul style="list-style-type: none"> Dynamics, pitch and texture Theme and variations Baroque Composing and performing a leaver's song |
| Develop an understanding of the history of music. | | <ul style="list-style-type: none"> Blues South and West Africa | <ul style="list-style-type: none"> Theme and variations Baroque |