



Redfield Edge Primary Music Curriculum Offer



EYFS

Exploring Sound

<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/>

Music and Movement

<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/music-and-movement/>

Big Band

<https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/big-band/>

Overview

Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.

Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music.

Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using untuned percussion instruments before performing a song to a small audience.

Specific Skills

Explore and imitate vocal, body, instrumental and environmental sounds. Choose sounds to represent ideas. Listen and respond.

Move in time with music.
Identify a steady beat
Respond to fast/slow and high/low sounds.
Perform actions with increasing coordination.

Recognise and name familiar instruments.
Keep a beat.
Follow simple performance cues.
Play and sing together
Start and stop as a group.

Key Vocabulary

sound, voice, body percussion, instrument, loud, quiet, high, low, nature

beat, pulse, tempo, fast, slow, pitch, high, low, movement

instrument, orchestra, tuned, untuned, beat, rhythm, perform, conductor

Resourcing

Selection of percussion instruments.

Examples/recordings of songs with a strong beat.
3 paper circles: red, yellow and green.
Sensory scarves/chiffons or strips of fabric.

Tuff tray or similar.
Recyclable materials.
Tuned instruments: e.g. xylophones, glockenspiels, keyboard/piano, tubular bells.
Untuned instruments: e.g. tambourines, drums, castanets, maracas, claves, guiros, sleigh bells, triangles and cymbals.

EYFS Framework / ELG links

Expressive Arts and Design: explore, use and refine a variety of artistic effects; create collaboratively; listen attentively, move to and talk about music; sing in a group or on their own and increasingly match pitch and follow melody.

Expressive Arts and Design: explore and engage in music making and dance, performing solo or in groups; respond imaginatively to music through movement.

ELG Being Imaginative and Expressive: sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others and, when appropriate, move in time with music.

End of Reception Skills

By the end of Reception, pupils listen attentively and respond to music through talk and movement; sing familiar songs and rhymes; explore and select sounds using voices, bodies and instruments; recognise contrasts such as loud/quiet, fast/slow and high/low; keep a simple beat and take part in a group performance.

Year 1

My Favourite Things: Keeping the Pulse

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/keeping-the-pulse-theme-my-favourite-things/>

Fairytales: Sound Patterns

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/sound-patterns-theme-fairytales/>

Superheroes: Pitch

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pitch-theme-superheroes/>

Overview

Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using

Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.

Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different

untuned percussion instruments before performing a song to a small audience.		itches to compose a simple superhero melody that reflects the character's personality and actions.
Specific Skills		
Find and maintain a steady pulse. Copy and perform short sound patterns. Use a thinking voice and sing together.	Use voices expressively. Select instruments for timbre. Copy and create simple rhythmic/sound patterns. Perform as a group.	Identify high and low sounds. Follow and create simple pitch patterns. Use voice and instruments to demonstrate pitch; perform with others.
Key Vocabulary		
pulse, beat, rhythm, pattern, steady, sing	timbre, sound pattern, rhythm, instrument, voice, repeat, perform	pitch, high, low, melody, pattern, voice, instrument
Resourcing		
Untuned percussion instruments.	Untuned instruments Recording device/tablet	Tuned percussion, ideally glockenspiels Recording device/tablet
National Curriculum		
Use voices expressively and creatively. Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use voices expressively and creatively. Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use voices expressively and creatively. Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
End of Year Skills		
Pupils can find and maintain a steady pulse; sing and chant expressively; copy, create and perform simple rhythmic and sound patterns; identify and respond to contrasts in pitch, tempo, dynamics and timbre; select and play instruments appropriately; listen with concentration and perform as part of a group.		
Year 2		
Animals: Call and Response https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/call-and-response-theme-animals/	Musical Storytelling: Instruments https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-storytelling-instruments/	Musical Me: Pitch https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/pitch-theme-musical-me/
Overview		
Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.	Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. They think creatively, considering how sounds can represent characters, actions and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.	Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Pupils connect sounds to specific pitches and begin to understand how simple symbols can be used to represent musical notation.
Specific Skills		
Copy and lead call-and-response phrases. Keep a steady beat; vary dynamics and timbre. Perform in role within a group.	Listen to longer pieces and identify familiar instruments. Discuss changes in tempo, dynamics and pitch. Use instruments imaginatively to create sound effects and soundscapes. Select and combine sounds to represent events, actions and emotions. Work collaboratively to create and perform a musical story.	Recognise and reproduce pitch patterns. Sing accurately. Play simple melodies. Follow and create basic notation to record musical ideas.
Key Vocabulary		
call and response, pulse, rhythm, dynamics, timbre, phrase	instrument, sound effect, soundscape, tempo, dynamics, pitch, faster, slower, louder, quieter	pitch, melody, notation, high, low, pattern, tuned percussion
Resourcing		
Untuned percussion Recording device	Tuned and untuned percussion instruments Recording device	Tuned percussion instruments

National Curriculum		
Use voices expressively and creatively. Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use voices expressively and creatively; play tuned and untuned instruments musically; listen with concentration and understanding; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use voices expressively and creatively; play tuned and untuned instruments musically; listen with concentration and understanding; experiment with, create, select and combine sounds using the inter-related dimensions of music.
End of Year Skills		
Pupils can sing and play with a secure pulse; copy, lead and create short rhythmic and melodic phrases; listen to and describe changes in pitch, tempo, dynamics and timbre; select and combine sounds to represent ideas, events and emotions; identify pitch patterns and use basic notation; rehearse, perform and comment on music using appropriate vocabulary.		
Year 3		
Reading Rhythms: Patterns and Layers https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/reading-rhythms-patterns-and-layers/	Inspired by India: Musical Improvisations https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/musical-improvisations-inspired-by-india/	Reggae Rhythms: Playing in a Band https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/reggae/
Overview		
Exploring pulse, rhythm and body percussion while developing confidence in reading, creating and performing rhythmic patterns. Pupils build their understanding of note values and rests before composing, notating and performing their own four-beat rhythms as part of an ensemble.	Exploring traditional Indian music and the art of improvisation by using the pentatonic scale and simple musical techniques. Pupils create short improvisations and experiment with pitch, dynamics and tempo to express different moods and musical ideas.	Discovering reggae through some of Bob Marley's most iconic songs, pupils learn simplified bass lines, basic chords and the concept of the offbeat. Pupils combine these musical elements to rehearse and perform collaboratively in their own reggae bands.
Specific Skills		
Maintain a beat. Read and perform simple rhythmic notation. Layer contrasting rhythms Write and perform a short rhythm accurately.	Listen for stylistic features. Improvise short phrases. Use a limited pitch set. Respond musically to others. Maintain an individual part in an ensemble.	Listen for stylistic features. Sing confidently as part of a group. Maintain a steady beat. Play a simple two-note chord. Compose and develop a repeated melody. Evaluate performances.
Key Vocabulary		
pulse, rhythm, crotchet, paired quavers, minim, rest, notation, layer	improvise, raga, tala, drone, pitch, rhythm, phrase, ensemble	bass line, beat, chord, confidence, focus, in time, leader, melody, note, pattern, practise, reggae, repeat, style, technique
Resourcing		
Untuned percussion instruments Tuned percussion instruments Whiteboards/pens Recording device	Untuned percussion instruments Tuned percussion instruments Whiteboards/pens Recording device	Tuned percussion instruments
National Curriculum		
Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.
End of Year Skills		
Pupils can sing and play confidently in an ensemble; maintain a part and a steady pulse; read and perform simple rhythmic notation; recognise melodic movement by step and leap; improvise and compose short rhythmic and melodic ideas; listen closely, identify musical features and evaluate performances using musical vocabulary.		

Year 4

Singing in Parts: Loops and Layers

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-4/singing-in-parts/>

Musical Motifs: Reading the Stave

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-4/musical-motifs/>

Music Technology: Loop-based Composition

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-4/music-technology-loop-based-composition/>

Overview

Developing vocal technique, confidence and control by singing in rounds and performing musical loops. Pupils build independence, timing and listening skills while collaborating to create layered group performances.

Developing an understanding of musical notation by learning how notes move higher and lower on the stave through reading, playing and composing short musical motifs. Pupils apply their understanding by recognising patterns within musical phrases, creating motifs for characters and performing compositions using stave notation.

Developing digital literacy through music technology, pupils create and manipulate musical loops. They turn simple motifs into catchy loops using Kapow Music Maker, a bespoke browser-based platform. Pupils layer sounds and compose complementary parts to create their own digital compositions. No additional software, apps or purchases are required. Kapow Music Maker is included with every Kapow subscription and is accessed through a web browser. Further guidance and support materials will be available before these units are published.

Specific Skills

Sing with control and accurate entries.
Maintain an independent part.
Perform loops in time.
Listen and adjust to an ensemble.

Read notes moving on the stave.
Identify and create motifs.
Perform motifs accurately.
Adapt pitch or rhythm and use notation to communicate ideas.

Create and combine loops.
Sequence and layer sounds.
Alter tempo, dynamics and texture.
Refine a digital composition and explain musical choices.

Key Vocabulary

round, harmony, loop, layer, texture, pulse, ensemble

stave, notation, pitch, motif, crotchet, quaver, minim, rhythm

loop, sequence, layer, track, motif, tempo, dynamics, texture, digital

Resourcing

Recording/playback device
Untuned percussion instruments
Tuned percussion instruments

Glockenspiels/keyboards or other tuned percussion
Whiteboards/pens

Tablets
Headphones
Music/looping software
Keyboards/tuned percussion

National Curriculum

Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.
Improvise and compose.
Listen with attention to detail and increasing aural memory.
Use and understand staff and other musical notations.
Appreciate music from different traditions and composers.
Develop an understanding of the history of music.

Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.
Improvise and compose.
Listen with attention to detail and increasing aural memory.
Use and understand staff and other musical notations.
Appreciate music from different traditions and composers.
Develop an understanding of the history of music.

Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.
Improvise and compose.
Listen with attention to detail and increasing aural memory.
Use and understand staff and other musical notations.
Appreciate music from different traditions and composers.
Develop an understanding of the history of music.

End of Year Skills

Pupils can sing and play with increasing accuracy and control, maintaining an independent part; read and use simple staff and rhythmic notation; create, adapt and perform motifs; combine repeated patterns to create texture; use musical technology to sequence and refine ideas; evaluate music and performances using increasingly precise vocabulary.

Year 5

Music in Nature: Chords and Melodies

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-5/music-in-nature/>

West African Rhythms: Create, Play and Perform

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-5/west-african-rhythms-create-play-and-perform/>

Stage and Song: Storytelling Through Music

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-5/stage-and-song-storytelling-through-music/>

Overview

Drawing inspiration from the power of nature, pupils compose short melodies to reflect different moods of the sky. They experiment with pitch,

Exploring the rhythms of West Africa, pupils experience the energy of traditional ensemble music. They learn how rhythmic patterns fit together

Exploring musical theatre and how music helps to tell stories through solos, duets and ensemble performances. Pupils explore how composers use

dynamics and harmony, using simple chords to add depth and atmosphere to their performances.	and take responsibility for different parts, combining rhythms collaboratively to create layered textures.	musical elements to create mood and develop narrative before extending their vocal skills through singing in 3/4 time and performing across a wider vocal range.
Specific Skills		
Listen independently for musical features; use rhythm, pitch, tempo and dynamics to create mood; develop melodic ideas; perform and evaluate with musical reasoning.	Maintain an individual rhythmic part; perform syncopated and layered patterns; respond to cues; improvise and compose; rehearse and refine as an ensemble.	Identify how musical elements create mood and help develop a narrative. Sing and perform in solo, duet and ensemble contexts. Sing confidently in 3/4 time. Develop control across a wider vocal range. Rehearse and refine a performance to communicate a story effectively.
Key Vocabulary		
chord, melody, dynamics, atmosphere, pitch, rhythm, texture, contrast	polyrhythm, call and response, syncopation, pulse, ostinato, ensemble, improvise, layer	musical theatre, solo, duet, ensemble, 3/4 time, mood, narrative, vocal range, performance
Resourcing		
Keyboards and/or chromatic glockenspiels Tuned percussion instruments Recording device	Djembes/hand drums Other untuned percussion Recording device	Kapow unit resources are still being published for the refreshed 2026 scheme. Suitable playback equipment and performance space.
National Curriculum		
Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.
End of Year Skills		
Pupils can listen with increasing independence and explain how musical features create mood and effect; sing and play securely within an ensemble and maintain an individual part; create and refine melodic and rhythmic ideas; use chords, texture, dynamics and structure purposefully; perform with increasing vocal control in solo and group contexts; explain how music can support a story or narrative; evaluate their own and others' work and suggest specific improvements.		
Year 6		
Four-chord Pop: Playing in a Band https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/four-chord-pop-playing-in-a-band/	Songs That Speak: Lyrics and Messages https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/songs-that-speak/	Music Technology: Film Soundtracks https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/music-technology-film-soundtracks/
Overview		
Exploring the key features of pop music, including harmony, rhythm and ensemble performance, and how music can express shared feelings and experiences. Pupils develop vocal and instrumental skills before combining bass lines, chords, rhythms and harmonies to perform confidently as a pop band.	Exploring how songs communicate messages through lyrics, musical elements and performance, using the song 'Hall of Fame' as a context for learning. Pupils analyse song lyrics, write and perform their own verses, accompany them with chords and refine their performances to communicate a clear message to an audience.	Exploring how music and film work together to create mood, atmosphere and meaning, pupils use Kapow Music Maker, a bespoke browser-based platform, to synchronise sound with video. They identify key musical features in film and enhance film clips with sound effects, loops and original musical ideas. No additional software, apps or purchases are required. Kapow Music Maker is included with every Kapow subscription and is accessed through a web browser. Further guidance and support materials will be available before these units are published.
Specific Skills		
Sing across a broad pitch range with clear diction, posture and breath control. Sing in harmony; play chord and bass patterns. Maintain an independent part.	Analyse how lyrics communicate meaning. Write lyrics to fit rhythm and melody. Play a four-chord sequence; rehearse, refine and perform with stage awareness.	Identify how musical features in film create mood, atmosphere and meaning. Select and combine sound effects, loops and original musical ideas. Use music technology to synchronise sound with moving image.

Respond to cues and recover from mistakes.	Give balanced feedback.	Layer and refine musical material for a clear purpose. Evaluate how effectively a soundtrack enhances a film clip.
Key Vocabulary		
four-chord sequence, harmony, bass line, chord, groove, verse, chorus, ensemble	lyrics, message, rhyme, metaphor, syllable, pulse, chord sequence, rehearsal, expression	film soundtrack, sound effect, loop, synchronise, mood, atmosphere, track, layer, composition, technology
Resourcing		
Glockenspiels/tuned instruments Untuned percussion instruments	Keyboards/tuned instruments Recording/playback device Whiteboards/pens	Tablets/computers with web browser Headphones Kapow Music Maker Playback equipment
National Curriculum		
Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression; improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression; improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression; improvise and compose. Listen with attention to detail and increasing aural memory. Use and understand staff and other musical notations. Appreciate music from different traditions and composers. Develop an understanding of the history of music.
End of Year Skills		
Pupils can perform confidently and independently in solo and ensemble contexts, sustaining an individual part and responding to cues; sing with control, harmony and expression; play chord, bass and rhythmic patterns accurately; compose and improvise using melody, rhythm, harmony, structure and lyrics; use notation and music technology to communicate and refine ideas; explain how music creates mood, meaning and effect in different contexts; evaluate performances and compositions in detail and identify clear next steps.		