

Shadsworth Infant Music Curriculum - EYFS

and KS1 National Curriculum Mapping 2022-2023

*Music*

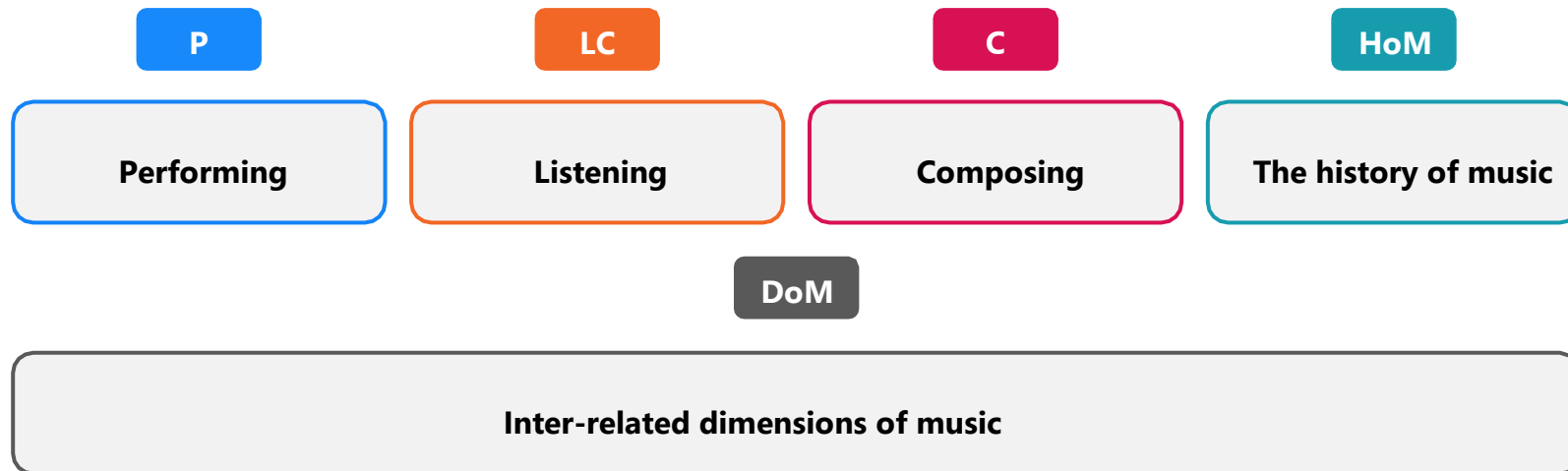


*Kapow  
Primary™*

**National curriculum  
mapping**

# Introduction

Kapow Primary offers full coverage of the KS1 and KS2 Music curriculum, including EYFS.  
We have categorised our content into four strands, with one overarching strand.



This document is regularly updated to reflect changes to our content.  
This version was created on 20.09.22. Please click [here](#) to access the latest version.

# Early years outcomes in Kapow Primary's units

<p>Early Years Foundation Stage</p> <p>Kapow Primary's units</p>	<p>Kapow Primary's music strands</p>	<p>Early years outcomes: Prime Areas</p> <p><b>Development Matters 2021 statements</b></p> <p><b>Early Learning Goals</b></p>	<p>Early years outcomes: Specific Areas</p> <p><b>Development Matters 2021 statements</b></p> <p><b>Early Learning Goals</b></p>	<p>Characteristics of effective learning</p>
<p><a href="#">Celebration music</a></p>	<p>P</p> <p>LC</p> <p>DoM</p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Learn rhymes, poems and songs.</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>-Recognise that people have different beliefs and celebrate special times in different way.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> <li>-ELG: Being Imaginative and Expressive&gt; Sing a range of well-known nursery rhymes and songs.</li> <li>-ELG: Being Imaginative and Expressive&gt; Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</li> </ul>	<p>✓ Playing and Exploring</p>
<p><a href="#">Exploring sound</a></p>	<p>P</p> <p>LC</p> <p>DoM</p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-ELG: Listening, Attention and Understanding&gt; Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>✓ Playing and Exploring</p> <p>✓ Creating and Thinking Critically</p>

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<p><a href="#">Music and movement</a></p>	<p>P</p> <p>LC</p> <p>DoM</p>	<p><b>Personal, Social and Emotional Development</b></p> <p>-Think about the perspectives of others.</p>	<p><b>Expressive Arts and Design</b></p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive&gt; Sing a range of well-known nursery rhymes and songs.</p> <p>-ELG: Being Imaginative and Expressive&gt; Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<p>✓ Playing and Exploring</p> <p>✓ Active Learning</p> <p>✓ Creating and Thinking Critically</p>
<p><a href="#">Musical stories</a></p>	<p>P</p> <p>C</p> <p>LC</p> <p>DoM</p>	<p><b>Communication and Language</b></p> <p>-Learn new vocabulary.</p> <p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>-Retell the story, once they have developed a deep familiarity and understanding.</p> <p>-Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Learn rhymes, poems and songs.</p>	<p><b>Expressive Arts and Design</b></p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Create collaboratively sharing ideas, resources and skills.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive&gt; Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<p>✓ Playing and Exploring</p> <p>✓ Active Learning</p> <p>✓ Creating and Thinking Critically</p>

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<p><a href="#">Big band</a></p>	<p>P</p> <p>C</p> <p>DoM</p>	<p><b>Communication and Language</b></p> <p>-Learn rhymes, poems and songs.</p>	<p><b>Expressive Arts and Design</b></p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Create collaboratively sharing ideas, resources and skills.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive&gt; Sing a range of well-known nursery rhymes and songs.</p> <p>-ELG: Being Imaginative and Expressive&gt; Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> <li>✓ Creating and Thinking Critically</li> </ul>

Please refer to our other guidance for Music provision in EYFS:

[Music and continuous provision](#)

# National Curriculum by Kapow Primary's THEMES and units

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 1					
		* <a href="#">Pulse and rhythm</a>	<a href="#">Classical music, dynamics and tempo</a>	* <a href="#">Timbre and rhythmic pattern</a>	* <a href="#">Pitch and tempo</a>	<a href="#">Vocal and body sounds</a>	* <a href="#">Musical vocabulary</a>
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>P</b> <b>DoM</b>	✓	✓	✓	✓	✓	
Play tuned and untuned instruments musically	<b>P</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<b>LC</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>C</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓

\*Units that are included in the condensed curriculum

# National Curriculum by Kapow Primary's THEMES and units

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		<u>*Musical me</u>	<u>*West African call and response song</u>	<u>On this island: British songs and sounds</u>	<u>*Orchestral instruments</u>	<u>*Myths and legends</u>	<u>Dynamics, timbre, tempo and motifs</u>
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>P</b> <b>DoM</b>	✓	✓	✓			
Play tuned and untuned instruments musically	<b>P</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<b>LC</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>C</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓

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# CROSS-CURRICULAR links - Year 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 1					
	* <a href="#">Pulse and rhythm</a>	<a href="#">Classical music, dynamics and tempo</a>	* <a href="#">Musical vocabulary</a>	* <a href="#">Timbre and rhythmic pattern</a>	* <a href="#">Pitch and tempo</a>	<a href="#">Vocal and body sounds</a>
Theme	All about me	Animals	Under the sea	Fairytales	Superheroes	By the sea
English	<b>Writing</b> - clapping the syllables in their name and other words	<b>Spoken language</b> - repeating a section of a song from memory, justifying choices <b>Writing</b> - clapping back syllables <b>Reading</b> - making music to 'tell' a story	<b>Reading</b> - discussing musical vocabulary definitions	<b>Reading</b> - recognising and joining in with predictable phrases from the Three Little Pigs <b>Writing</b> - clapping out syllables in words <b>Spoken language</b> - using voice expressively when acting out a story in a group	Imagining a story behind their music	<b>Writing</b> - describing the environment using expanded noun phrases
Maths						
Science	<b>Animals, including humans</b> - naming common animals	<b>Animals, including humans</b> - naming common animals	Looking at the coral reef as a habitat to inspire textured music			
Art and design						Creating a picture (graphic score) to describe music
Geography						Understanding that music can be used to represent different environments and weather conditions
PE	Dancing in response to music	Moving like certain animals	Moving in time to the music			Matching their movements to music

# CROSS-CURRICULAR links - Year 2

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 2					
	<a href="#">*West African call and response song</a>	<a href="#">*Orchestral instruments</a>	<a href="#">*Musical me</a>	<a href="#">Dynamics, timbre, tempo and motifs</a>	<a href="#">On this island: British songs and sounds</a>	<a href="#">*Myths and legends</a>
Theme	Animals	Traditional western stories		Space	The British Isles	
English		<p><b>Reading</b> - using music to explore the Three Bears, Little Red Riding Hood, Jack and the beanstalk, choosing appropriate sounds to match events, characters and feelings</p> <p><b>Writing</b> - adding simple sentences to a storyboard</p> <p><b>Spoken language</b> - performing a story script</p>	<p><b>Reading</b> - inferring emotions and actions from the lyrics in a song</p> <p><b>Writing</b> - naming letters from the alphabet accurately when writing melodies</p>	<p><b>Writing</b> - naming letters from the alphabet accurately when writing melodies</p>		<p><b>Reading</b> - Discussing the legend of St George and the dragon, King Arthur and Orpheus and Eurydice</p>
Science	<p><b>Animals, including humans</b> - naming animals and matching with sounds, recreating the animal sounds</p>			<p>Discussing planets- what they are and what they look like, considering the sounds that may be heard in space</p>		
Art and design				<p>Creating a visual representation of a motif from a song</p>		<p>Drawing the vocal line in a song to create a graphic score</p>
Geography					<p>Learning the countries and islands that make up the British Isles, considering what the countryside is like compared to the city and coast.</p>	
History						<p>Understanding that when myths and legends are passed on orally they change and evolve</p>
RSE/PSHE		<p>Using language related to emotion when discussing events in a story</p>	<p>Using language related to emotions to discuss a song</p>	<p>Using feelings vocabulary to discuss the mood of music</p>		

## VERSION HISTORY

This page gives information about recent updates to the document.

<b>Date</b>	<b>Update</b>
12.07.22	P.13-18 added to give information about cross-curricular links
20.09.22	Name change to Y2 unit to reflect changes on the website p.17 and p.14