

KAPOW SCHOOL OVERVIEW 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Sounds <u>UNIT OUTCOMES</u> Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them. <u>Lesson objectives</u> Exploring using voices to make a variety of sounds, with relevant symbols. Exploring using body parts to make a variety of sounds.	Celebration Music <u>UNIT OUTCOMES</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. <u>Lesson objectives</u> Learn about the festival of Diwali and respond to music through movement. Children learn some of the dances and instruments from the	Transport <u>UNIT OUTCOMES</u> Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. <u>Lesson objectives</u> To explore creating sound effects. To explore making sounds at different speeds. To explore moving to different tempos.	Music and Movement <u>UNIT OUTCOMES</u> Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. <u>Lesson objectives</u> Learning why songs can have actions and some simple Makaton signs to accompany a song. Children explore the beat through body movement.	Musical stories <u>UNIT OUTCOMES</u> A unit based on traditional children's' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. <u>Lesson objectives</u>	Big Band <u>UNIT OUTCOMES</u> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. <u>Lesson objectives</u> Learning about different musical instruments, using recyclable materials to create and play their own instruments. Children learn about the four different groups of musical instruments,

	Exploring using instruments to make a variety of sounds. Exploring sounds within the environment. Listening to sounds in nature and recreating them.	festival of Hanukkah. Learn about the festival of Kwanzaa, call and response song and find classroom objects to use as drums. Christmas group song involving singing, creating vocal sounds, playing instruments and sing and move. Children create and perform appropriate actions to represent Christmas song lyrics. (When this topic is finished - graphically representing music with simple marks and shapes, annotating dynamics and responding to classical music.)	To interpret symbols to show a change in speed. To interpret a simple score to show tempo changes.	Children learn to recognise and react to different tempos in music. Children learn to express different pitch and tempo in music through dance. Children perform two movement songs.	Children listen to the lyrics and melody of 'Teddy Bear's Picnic' and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece. Children listen to 'Peter and the Wolf', recall the characters from the story before exploring how each is represented in the music. Children use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story. Children divided into small groups and listen to 'We're going on a bear hunt' and play sections of the story with corresponding instruments.	where they are positioned in the orchestra, their different sounds and the role of the conductor. Children follow a beat using an untuned instrument and play their instruments together to match the beat. Experimenting with playing tuned and untuned instruments, play along and sing in time to familiar songs changing the tempo or dynamic each time. Children select appropriate instruments to represent different parts of a song before performing to a small audience.
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					Children write, compose, practise and perform their own musical story based on either morning routine, school day routine or anything else appropriate for the class. Children to perform their musical story using movement to express moods or actions within the story.	
YEAR 1	Keeping the Pulse: Theme – My favourite things <u>UNIT OUTCOMES</u> Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse.	Tempo: Theme – Snail and Mouse <u>UNIT OUTCOMES</u> Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice.	Dynamics: Theme - Seaside <u>UNIT OUTCOMES</u> Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas	Sound patterns: Theme - Fairy tales <u>UNIT OUTCOMES</u> Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when	Pitch: Theme - Superheroes <u>UNIT OUTCOMES</u> Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern.	Musical symbols: Theme – Under the Sea <u>UNIT OUTCOMES</u> Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio.

	Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance. <u>Lesson objectives</u> To demonstrate an understanding of pulse using parts of the body. To keep a pulse and show a sound pattern using bodies and voices. To explore using a thinking voice to show the pulse. To play short rhythms in time with the pulse. To demonstrate an understanding of pulse through performance.	Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats. <u>Lesson objectives</u> To use voices and bodies expressively, while exploring tempo. To practice a rhyme using fast and slow beats on instruments. To use voices to perform a song with a fast and slow beat.	by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols. <u>Lesson objectives</u> To understand how music can be used to represent an environment. To understand how music can represent changes in an environment.	playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice. <u>Lesson objectives</u> To explore and change dynamics using the voice.	Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance. <u>Lesson objectives</u> To identify high- and low-pitched sounds.	Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these. <u>Lesson objectives</u> To explore tempo changes through movement. To explore how dynamics can be represented by different symbols.
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		To use singing voices and an instrument to perform a song with a fast and slow beat. To demonstrate fast and slow beats within the context of a story.	To explore using instruments, body and voice to create a seaside soundscape. To identify how dynamics can reflect environments. To create and represent sounds using symbols.	To experiment with creating different sounds using a single instrument. To read simple rhythmic patterns comprising of one beat sounds and one beat rests To play sound patterns in time with the pulse using a visual stimulus. To show awareness of different roles when performing in a group performance.	To explore pitch by creating two-pitch patterns. To demonstrate tempo changes. To create a superhero theme tune with a variety in tempo and pitch. To perform a piece of superhero music showing a change of pitch and tempo.	To clap simple rhythmic patterns while keeping the pulse. To interpret symbols to demonstrate a pitch pattern. To perform as part of a group to demonstrate dynamics, pitch and rhythm.
YEAR 2	Call and Response:Theme – Animals <u>UNIT OUTCOMES</u>	Instruments: Theme – Musical storytelling (Nativity) <u>UNIT OUTCOMES</u>	Singing: Theme – On this island <u>UNIT OUTCOMES</u> Breathe after each phrase in a song when singing.	Contrasting Dynamics: Theme – Space <u>UNIT OUTCOMES</u> Use their voice to create a variety of sounds.	Structure: Theme - Myths and legends <u>UNIT OUTCOMES</u> Recognise, play and write rhythms	Pitch: Musical Me <u>UNIT OUTCOMES</u> Move their eyes from left to right to read pitch patterns.

	Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition. <u>Lesson objectives</u> To create short sounds with varied dynamics that represent an animal.	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and	Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right. <u>Lesson objectives</u>	Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them.	with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument. <u>Lesson objectives</u> To read and clap a rhythm based on a phrase from a story. To hear, write and clap rhythms based	Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave. <u>Lesson objectives</u> To understand and practice reading different symbols to show pitch. To sing and draw pitch patterns. To read and understand the notation for the song
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	To copy a short sound pattern. To explore call and response using instruments. To create sound patterns based on call and response. To perform different sound patterns with contrasting dynamics.	tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics. <u>Lesson objectives</u> To explore listening and analysing a piece of music in relation to a story To explore how music and sound effects can tell a story. To select appropriate sounds to match events, characters and feelings in a story. To suggest appropriate sounds	To learn to sing a British folk song. To practise and perform a song relating to the countryside. To practise and perform a song relating to the city. To create symbols to represent sounds. To develop and perform a musical composition.	Create and play a simple pitch pattern accurately. <u>Lesson objectives</u> To create a simple soundscape using dynamic changes. To listen to music and respond creatively, considering how dynamics can be represented. To compare two pieces of music. To create a short pitch pattern to represent a planet. To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	on a phrase from a story. To use a rhythm in different ways to demonstrate structure. To create a structure using rhythmic patterns. To perform a group composition.	'Once a Man Fell in a Well.' To use a tuned percussion instrument to play a song. To complete the notation for a short song using a three-line stave.

		to represent parts of a story. To perform a composition showing changes in tempo and dynamics.				
YEAR 3	<u>Ukuleles</u> Associate Tutor – Chris Eaton	Jazz <u>UNIT OUTCOMES</u> Explain what ragtime music is. Play on the ‘off beat’ and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument. <u>Lesson objectives</u> To sing and clap a syncopated rhythm for a ragtime style song.	<u>Ukuleles</u> Associate Tutor – Chris Eaton			

	To improvise a call and response. To be able to scat sing using the call and response format. To create a jazz motif. <u>Pentatonic melodies and composition - Chinese New Year</u> <u>UNIT OUTCOMES</u> Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music. <u>Lesson objectives</u> To learn about the music used to celebrate the Chinese New Year festival. To play a pentatonic melody. To write and perform a pentatonic melody. To perform a group composition.	
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			To perform a piece of music as a group. <u>Spring 2</u> Supporting Year 4 school production alongside Kapow lessons.			
YEAR 4	Musical Motifs UNIT OUTCOMES Describe what a stave is and how to use it. Name and play the notes C to G using the stave. Recognise and read notes on the stave while playing. Follow the notes in the correct order shown on the stave. Describe what a motif is. Explain the effect different pitches can	Samba and carnival sounds and instruments UNIT OUTCOMES Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the offbeat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always	Rock and Roll UNIT OUTCOMES Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers. Lesson objectives	Year 4 school production	Haiku, Music and Performance UNIT OUTCOMES Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which	Changes in pitch, tempo and dynamics (Rivers) UNIT OUTCOMES Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so

	have on a listener in a motif. Match motifs to characters based on the pitches heard. Draw notes accurately on the stave. Follow the notes on a stave whilst playing a short motif. Follow notation on a stave when performing. Perform a motif in a small group. <u>Lesson objectives</u> To recognise notes C to G on a stave To play short phrases by reading notes on a stave To recognise how pitch is used for effect in motifs To notate pitch accurately on a stave To read notation accurately to play a motif	successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break. <u>Lesson objectives</u> To recognise and identify the main features of samba music. To understand and play syncopated rhythms. To play syncopated rhythms as part of a group. To compose a basic rhythmic break. To perform rhythmic breaks within the samba piece.	To understand the history of rock and roll music. To be able to perform with a sense of style. To play a walking bass line on tuned percussion. To be able to play a rock and roll bass line. To be able to play a rock and roll piece of music.		match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group. <u>Lesson objectives</u> To describe the festival of Hanami using words and sounds. To represent a blossom tree using sounds. To identify different musical features. To work as a group to create a piece of music to celebrate Hanami. To perform a piece of music to celebrate Hanami.	that they can remember it. Create and perform a piece with a variety of ostinatos. <u>Lesson objectives</u> To sing in two parts using expression and dynamics. To recognise key elements of music. To perform a vocal ostinato. To create and perform an ostinato. To improve and perform a piece of music based around ostinatos.
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YEAR 5	Blues	Composition notation (Ancient Egypt)	South and West Africa	Musical Theatre	Looping and remixing	Holi festival
	<u>UNIT OUTCOMES</u> Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation. <u>Lesson objectives</u> To know the key features of Blues music.	<u>UNIT OUTCOMES</u> Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation.	<u>UNIT OUTCOMES</u> Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place. <u>Lesson objectives</u>	<u>UNIT OUTCOMES</u> Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. <u>Lesson objectives</u>	<u>UNIT OUTCOMES</u> Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops. <u>Lesson objectives</u>	<u>UNIT OUTCOMES</u> Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music. <u>Lesson objectives</u>

	To play the first line of the 12-bar Blues. To be able to play the 12-bar Blues. To be able to play the Blues scale. To be able to improvise with notes from the Blues scale.	Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece. <u>Lesson objectives</u> To sing with accuracy, fluency, control, and expression. To explore and use different forms of notation. To understand note length. To read simple pitch notation. To use hieroglyphs and stave notation to write a piece of music.	To sing a traditional African song unaccompanied. To use tuned percussion to play a chord progression. To use vocals or tuned percussion to perform a piece of music as an ensemble. To play call and response rhythms using percussion instruments. To create an eight beat break to play within a performance.	To understand the history of musical theatre. To identify character songs and action songs. To create a musical theatre scene. To rehearse a musical theatre scene. To perform a musical theatre scene.	To be able to play a simple looped rhythm from notation. To create a piece of music using pre-written loops. To be able to play a melody line accurately and fluently. To select a section of a tune and perform it as a loop. To combine loops to create a remix.	To understand that music can be represented with colours. To represent a piece of music as a graphic score. To create a vocal composition based on a picture. To create a piece of music inspired by a single colour. To work as a group to perform a piece of music.
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YEAR 6	4 chord pop: Playing in a band <u>UNIT OUTCOMES</u> Make connections between musical choices and shared feelings. Project their voices when they sing. Identify and explain harmony. Add rhythms to a bass line that build in energy. Add rhythms to the chord sequence and coordinate them with their group. Begin to use and respond to non-verbal cues. Maintain focus and demonstrate good stage awareness. <u>Lesson objectives</u>	Songs that speak:Lyrics and messages <u>UNIT OUTCOMES</u> Analyse lyrics to help them identify the message of a song. Identify techniques songwriters use to communicate messages. Write rhyming lyrics that communicate a clear message. Use accented beats to emphasise important words within their lyrics. Begin to play a four-chord sequence as an accompaniment to lyrics. Keep a steady beat whilst playing a four-chord sequence. Rehearse their part in a performance	Bhangra beats: Rhythm and movement Theme and Variations <u>UNIT OUTCOMES</u> Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly	Music technology: Electronic dance music Songs of World War 2 <u>UNIT OUTCOMES</u> Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line. To use musical vocabulary to identify features of different eras of music. To improve accuracy in pitch	Theme and variations: Developing melodies Advanced rhythms <u>UNIT OUTCOMES</u> Being stopped – BAROQUE? Repeat rhythms accurately. Successfully participate in rhythm games. Feel the pulse while participating in activities, e.g. singing or chanting. Notate rhythms accurately. Clap the rhythm at the same time as chanting the words. Choose rhythmic elements that add up to 8 counts. Perform compositions	Year 6 Production Composing and Performing a Leaver's Song <u>UNIT OUTCOMES</u> Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation.
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	To explore how music can reflect shared feelings and bring people together. To perform a harmony part alongside a melody with breath control and projection. To perform a rhythmic bass line by following a given structure. To play a rhythmic chord sequence in time with others. To maintain focus and stage awareness during a performance	and make changes based on feedback. Give feedback to other groups using given criteria. Maintain an individual part within a group. Offer constructive feedback on peer performances. <u>Lesson objectives</u> To explain how lyrics communicate a message To create rhyming lyrics that communicate a clear message To play a 4 chord sequence in time to lyrics To improve a performance based on feedback	and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product. <u>Lesson objectives</u> To explore the musical concept of theme and variations. To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'. To use complex rhythms to be able to perform a theme. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. To use music notation to create	and control, singing with expression and dynamics. To identify pitches within an octave when singing. To use knowledge of pitch to develop confidence when singing in parts. To be able to notate a melody using pitches up to an octave. <u>Lesson objectives</u> To use musical vocabulary to identify features of different eras of music. To improve accuracy in pitch and control, singing with expression and dynamics. To identify pitches within an octave when singing. To use knowledge of pitch to develop confidence when singing in parts.	demonstrating a good sense of pulse. Perform their compositions securely with their partners. <u>Lesson objectives</u> To develop an understanding of the Kodaly music method. To strengthen the feelings of pulse when working with rhythmic patterns. To explore rhythmic patterns in order to build the sense of pulse. To use knowledge of rhythm to create own composition. To use knowledge of rhythmic notation to notate own composition. BAROQUE <u>UNIT OUTCOMES</u>	Perform the leavers' song with confidence. <u>Lesson objectives</u> To listen to and describe music. To write lyrics for a song. To organise lyrics into a song structure. To use vocal improvisation and known melodies against a backing track. To compose a melody. To compose a verse melody.
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	•	To perform a song that communicates a message	visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	To be able to notate a melody using pitches up to an octave.	Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names.	
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					Perform a fugue. <u>Lesson objectives</u> To understand the importance of Monteverdi in the history of opera. To read and play a canon from staff notation. To demonstrate an understanding of Baroque music features when composing. To combine knowledge of staff notation and aural awareness to play a fugue. To apply their understanding of fugue structure when performing with others.	
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Year 4 – missing Romans

Learning objectives

To sing in tune and in time – Year 4 production

To understand what a musical motif is

To compose and notate a motif

To develop and transpose a musical motif

To combine and perform different versions of a musical motif