



Kapow Music Unit Overview	Year 1	Year 2	Year 3	Year 4	Year 5	Year 2
Autumn 1	<p>Pulse and Rhythm – All About Me *</p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	<p>SIPS Specialist Music Teaching – Glockenspiels</p> <p>Focus - Call and response</p> <p>Instruments of the orchestra</p>	<p>Ballads</p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.</p>	<p>Body and untuned percussion – Rainforests *</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.</p>	<p>Composing notation – Egyptians</p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition</p>	<p>Transposition – pop</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>
Autumn 2	<p>Classical music, dynamics and tempo -Animals</p> <p>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals</p>		<p>Creating compositions in response to an animation – Mountains *</p> <p>Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change</p>	<p>Rock and roll</p> <p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.</p>	<p>Blues *</p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.</p>	<p>Advanced rhythms *</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>
Spring 1	<p>Musical Vocabulary – Under the Sea *</p> <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p>Singing and playing a song - Musical Me *</p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p>SIPS Specialist Music Teaching – tba</p> <p>Focus- Singing techniques, keeping in time and musical notation. Revising key musical terminology.</p>	<p>Rivers –changes in pitch, tempo and dynamics *</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.</p>	<p>South and West African music</p> <p>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe or other suitable instrument s(woodblocks/maracas)</p>	<p>Dynamics, pitch and texture – Coast</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>



<p>Spring 2</p>	<p>Timbre and rhythmic pattern – Fairy Tales Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</p>	<p>Dynamics, Timbre , Tempo and Motifs –Space Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs</p>		<p>Haiku, music and performance This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.</p>	<p>Composition to represent the festival of colour – Holi * Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p>	<p>Film Music * Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>
<p>Summer 1</p>	<p>Pitch and tempo – Superheros Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>	<p>British songs and sounds – On this island * Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p>	<p>SIPS Specialist Music Teaching – Djembe drums Focus –</p>	<p>Musical Theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance</p>	<p>Songs of world war 2 Developing pitch, control and confidence when singing</p>
<p>Summer 2</p>	<p>Vocal and body sounds – By the Sea * Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>	<p>Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song</p>	<p>Traditional Instruments and improvisation – India * Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class</p>	<p>repeating patterns in music –motifs Listen to Samba music</p>	<p>Looping and remixing – Dance music * In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops..</p>	<p>Composing and performing a leavers’ song * Children spend the topic creating their very own leavers’ song personal to their experiences as a class.</p>

- Evidence collection - Year 1-4 Music folders and uploading audio/videos on sharepoint.
- Year 5 and 6 – Music Books and uploading audio/videos on sharepoint.

*Minimum requirement for audio/video evidence required on sharepoint (planned into Kapow). Please collect evidence of lesson 4 (process) and lesson 5 (product) in each unit.

