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| **Kapow Music**  **Unit Overview** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | Pulse and Rhythm – All About Me  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. | SIPS Specialist Music Teaching – Glockenspiels  Focus -  Call and response  Instruments of the orchestra | Ballads  Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. | Body and untuned percussion – Rainforests  A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. | Composing notation – Egyptians  Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition | Songs of World War 2  Developing pitch, control and confidence when singing |
| **Autumn 2** | Classical music, dynamics and tempo -Animals  Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals | Creating compositions in response to an animation – Mountains  Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change | Rock and roll  Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock. | Blues  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. | Transposition – pop  Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments. |
| **Spring 1** | Musical Vocabulary – Under the Sea  Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. | Singing and playing a song - Musical Me  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. | Developing singing techniques and keeping in time – The Vikings  Developing singing skills in this History-themed topic and learning to recognise staff notation. | Rivers –changes in pitch, tempo and dynamics  Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. | SIPS Specialist Music Teaching –  South and West African music  Learn a South African song and play the accompanied chords using tuned and untuned percussion (djembe drums) | Advanced rhythms  Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition |
| **Spring 2** | 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. | Dynamics, Timbre, Tempo and Motifs –Space  Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs | Pentatonic melodies and composition – Chinese New Year  Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group of layered melodies. | Haiku, music and performance  This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. | Dynamics, pitch and texture – Coast  Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. |
| **Summer 1** | 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. | British songs and sounds – On this island  Creating sounds to represent three contrasting landscapes: seaside, countryside and city. | Jazz  Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm. | SIPS Specialist Music Teaching – Samba Instruments  Focus –  repeating patterns in music –motifs  Listen to Samba music | Musical Theatre  Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance | Film Music \*  Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. |
| **Summer 2** | 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. | Myths and legends  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song | 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 | Looping and remixing – Dance music  In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops. | Composing and performing a leavers’ song  Children spend the topic creating their very own leavers’ song personal to their experiences as a class. |

* Evidence collection - uploading audio/videos on sharepoint/non-core assessments

**EYFS Music Opportunities**

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| Development Matters | Activities |
| Explore and engage in music making and dance, performing solo or in groups | Jolly jobs – e.g. owl dance. Learning a new song for Percy the Park Keeper accompanied by percussion instruments  Part of continuous provision in Let’s Pretend Zone. Children have access to a range of percussion instruments and tuned instruments to support their play and investigate. |
| Listen attentively, move to, and talk about music, expressing their feelings and responses | Part of Diwali and Eid celebrations - children were able to interpret the music through dance and singing  Watching and discussing pantomimes at Christmas and understanding what a performance us.  Participating in nativity performance and other performances e.g., Mother's Day |
| Sing in a group or on their own, increasingly matching the pitch and following the melody | Read and rhyme time – planned singing opportunities  Quick Teach – moving to the beat in math s – e.g.. song to 100 with actions |