



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	Tempo-Snail and the Mouse Children learn how to use their bodies and instruments to produce fast and slow sounds as a response to a story.		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	Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.



					and untuned percussion (djembe drums)	
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

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



	<p>Watching and discussing pantomimes at Christmas and understanding what a performance is.</p> <p>Participating in nativity performance and other performances e.g., Mother's Day</p>
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Read and rhyme time – planned singing opportunities</p> <p>Quick Teach – moving to the beat in maths – e.g., song to 100 with actions</p>