**CYCLE: A**

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|  | **Autumn** | **Spring** | **Summer** |
| **KS1** | **Unit Name:**  **“KAPOW Year 1 - Pulse and Rhythm – All About Me”**  **(In addition: Harvest and Christmas Carols)**  **Key Vocabulary:**   * body percussion * chant * clap * copy * drum * instrument * in time * shaker * percussion instrument * perform * play * pulse – see ‘tempo’ in table below * rhythm – see ‘duration’ in table below. * sing * syllables * carol   **Key Knowledge:** To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus.  **Key Skills:** Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or ‘story’ of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments. | **Unit Name:**  **“KAPOW Year 2 – Contrasting Dynamics - Space**  **Key Vocabulary:**   * accuracy * arrange * atmosphere * brass * compare * composer * contrast * dynamics * effect * emotion * improvise * inspiration * interpretation * mood * motif * notate * orchestra * percussion * rhythm * sequence * soundscape * strings * symbols * timbre * visual interpretation * woodwind   **Key Knowledge:** To know that a ‘soundscape’ is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a ‘sound idea’ that can be repeated throughout a piece of music.  **Key Skills:** Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others’ work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate. | **Unit Name:**  **Great Fire of London – London’s Burning.**  Class teachers to use Sue Nichols training to create composition unit, using topic knowledge of the Great Fire of London/ London’s burning song.  **Key Vocabulary:**  See table below  **Key Knowledge:**  **Key Skills:**  Creating sound responses to a variety of physical stimulus such as; nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices.  Year 1:  Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds.  Selecting objects and/or instruments to create sounds to represent a given idea or character.  Year 2:  Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. |
| **LKS 2** | **Unit Name:**  **“KAPOW Year 4 - Adapting and transposing motifs theme: Romans”**  **(In addition: Harvest and Christmas Carols)**  **Key Vocabulary:**   * backing track * bass line * beat – see ‘tempo’ in table below * call and response * compose * crotchet * dotted minim * flats * graphic notation * in-time * in-tune * key –see ‘pitch’ in table below * key signature * loop * lyrics * minim * motif * notation – see table below * ostinato * pitch – see table below * quavers * repeating patterns * repetition * rhythm – see ‘duration’ in table below * rhythmic notation * riff * semibreve * sharps * tempo – see table below * transpose * tuned instrument * vocal warm-ups   **Key Knowledge:** To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.  **Key Skills:** Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | **Unit Name:**  **Spring 1) “KAPOW Year 3 – Ballads”**  **Key Vocabulary:**   * ballad * chorus – see ‘structure’ in table below * compose * dynamics – see table below * emotions * ensemble * facial expressions * features * feelings * instrumentals * lyrics * melody – see ‘pitch’ in table below * nonsense words * performance * phrases * poem * pop songs * rehearse * rhyme * solo * stanza * story mountain * summarize * tune – see ‘pitch’ in table below * verse – see ‘structure’ in table below * vocabulary * volume – see ‘dynamics’ in table below   **Key Knowledge:** To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a ‘stanza’ is a verse.  **Key Skills:** Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others’ performances.  **Spring 2) “KAPOW Year 4 – Jazz”**  **Key Vocabulary:**   * call and response * improvisation * jazz * motif * off-beat * pitch – see table below * Ragtime * Rhythm – see ‘duration’ in table below * scat singing * straight quaver * strung quaver * swing music * swung rhythm * syncopated rhythm * syncopation * traditional jazz * tune – see ‘pitch’ in table below   **Key Knowledge:** To understand that ‘syncopation’ means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing.   * **Key Skills:** Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology. Explaining their preferences for a piece of music using musical vocabulary. Understanding that music from different times has different features. Beginning to improvise musically within a given style using their voice. Offering constructive feedback on others’ performances. | **Unit Name:**  **“KAPOW Year 4 - Changes in pitch tempo and dynamics Theme: rivers”**  **Key Vocabulary:**   * a cappella * breath control * cue * diction * directing * dynamics – see table below * expression * harmony line * in the round * layer – see ‘structure’ in table below * melody – see ‘pitch’ in table below * mood – see ‘timbre’ in table below * notation- see table below * opinion * ostinato * parts * percussion * rhythm – see ‘duration’ in table below * staff notation – see table below * texture – see table below * tempo – see table below * vocal ostinato   **Key Knowledge:** When you sing without accompaniment it is called ‘a cappella’. Harmony means playing two notes at the same time that usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. ‘Performance directions’ are words added to musical notation to tell the performers how to play.  **Key Skills:** Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others’ work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Explaining their preferences for a piece of music using musical vocabulary. |
| **UKS2** | **Unit Name:**  **“KAPOW – Year 6 – Songs of World War 2”**  **(In addition: Harvest and Christmas Carols)**  **Key Vocabulary:**   * accuracy * backing track * compare * contrast * complement * control * counter-melody * diaphragm * dynamics – see table below * era * expression * features * graphic score – see table below * harmony * harmonise * lyrics * melody – see ‘pitch’ in table below * melody line * morale * notate – see table below * octave * parts * performance techniques * phrase * phrasing * pitch – see table below * purpose * score * Solfa * Solfa ladder * Tempo – see table below   **Key Knowledge:** To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.   * **Key Skills:** Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor’s cues and directions. Using musical vocabulary to offer constructive and precise feedback on others’ performances. | **Unit Name:**  **Spring 1) “KAPOW Year 5 – Musical Theatre”**  **Key Vocabulary:**   * action song * backdrop * book musical * character song * choreographer * composer * comic opera * costumes * designer * dialogue * director * duet * ensemble * hip-hop musical * jukebox musical * librettist * libretto * lyricist * musical director * musical theatre * opera * operetta * performers * props * rock musical * scene * solo * tempo – see table below * timbre – see table below * transitions   **Key Knowledge:** To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.  **Key Skills:** Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Using musical vocabulary to offer constructive and precise feedback on others’ performances.  **Spring 2) “KAPOW Year 6 – Film Music”**  **Key Vocabulary:**   * accelerando – see ‘tempo’ in table below * body percussion * brass * characteristics * chords – see ‘pitch’ in table below * chromatics * clashing * composition * conversation * convey * crescendo – see ‘dynamics’ in table below * descending * dynamics – see table below * emotion * evoke * features * imagery * improvise * interpret * interval * major – see ‘pitch’ in table below * melodic * military * minor – see ‘pitch’ in table below * modulate * orchestral * pitch – see table below * polished * sequence * solo * soundtrack * symbol * timpani * tension * texture – see table below * tremolo * unison * urgency   **Key Knowledge:** To know that a film soundtrack includes the background music and any songs in a film. To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat. To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension.   * To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. * **Key Skills:** Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others’ work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Using musical vocabulary to offer constructive and precise feedback on others’ performances. | Unit Name: (WCIT?/ KS2 Singing Festival?)  + Y6 Leaver’s Concert |

**CYCLE: B**

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|  | **Autumn** | **Spring** | **Summer** |
| **KS1** | Unit Name:  **“KAPOW Year 1 - Timbre and Rhythmic patterns (Theme Fairytales)”**  **(In addition: Harvest and Christmas songs/pop tunes)**  **Key Vocabulary:**   * bassoon * beat – see ‘tempo’ in table below * body percussion * chant * clap * clarinet * compose * flute * French horn * instruments * oboe * orchestra * patterns * performance * play * plot * pulse – see ‘tempo’ in table below * repeated phrases * represent * rhythm – see ‘duration’ in table below * rhythmic pattern * sound * strings * syllables * timbre – see table below * timpani * voice   **Key Knowledge:** To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936.  **Key Skills:** Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. | **Unit Name:**  **1) “KAPOW Year 2 – Myths and Legends”**  **Key Vocabulary:**   * beat – see ‘tempo’ in table below * bow * cello * chorus * compose * composition * dynamics – see table below * graphic score – see ‘notation’ in table below * harpsichord * instrumental * layers – see ‘structure’ in table below * melody – see ‘pitch’ in table below * notation – see table below * performance * pluck * pitch – see table below * represent * rhythm – see ‘duration’ in table below * stave notation – see table below * structure – see table below * tempo – see table below * texture – see table below * thick * thin * timbre – see table below * verse * violin * viola   **Key Knowledge:** I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music. To know that ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917.   * **Key Skills:** Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others’ work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.   **2) “KAPOW Year 2 – Orchestral Instruments”**  **Key Vocabulary:**   * actions * brass * characters * clarinet * composition * cymbals * dynamics – see table below * emotion * French horn * instrumental sounds * musicians * oboe * orchestra * orchestral * percussion * performing * sections * string * sound effect * tempo – see table below * timbre – see table below * trombone * tuba * vocals * woodwind * **Key Knowledge:** To know that musical instruments can be used to create ‘real life’ sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. * **Key Skills:** Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others’ work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate. | **Unit Name:**  **1)“KAPOW Year 1 – Under The Sea” Key Vocabulary:**   * actions * celeste * chorus * dynamics – see table below * fast – see ‘tempo’ in table below * graphic score – see table below * heartbeat * high * in time * layers – see ‘texture’ in table below * low * pitch – see table below * pulse – see ‘tempo’ in table below * rhythm – see ‘duration’ in table below * slow * speed – see ‘tempo’ in table below * structure – see table below * tempo – see table below * texture – see table below * timbre – see table below * thick * thin * tune – see ‘pitch’ in table below * verse   **Key Knowledge:** To understand that pitch means how high or low a note sounds. To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called ‘texture’.   * **Key Skills:** Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.   **2)“KAPOW Year 1 – By The Sea”**  **Key Vocabulary:**   * body percussion * brass * conductor * dynamics – see table below * fast * inspire * instruments * layer – see ‘texture’ in table below * loud * mood – see ‘timbre’ in table below * percussion * performance * pitch – see table below * quiet – see ‘dynamics’ in table below * represent * slow * sounds * speed – see ‘tempo’ in table below * strings * vocal sounds * volume – see ‘dynamics’ in table below * woodwind * **Key Knowledge:** To know that dynamics can change how someone listening feels about music. * To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.   **Key Skills:** Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. |
| **LKS 2** | **Unit Name:**  **“KAPOW Instrumental Unit 1: South Africa”**  **(In addition: Harvest and Christmas songs/pop tunes)**  **Key Vocabulary:**   * time signature * bar line * rest * ostinato * harmony * dynamics – see table below * minim * semibreve * crotchet * treble clef * Afropop * South African Jazz * Gumboot dance * Zulu folk music * Xylophone * Glockenspiel * Marimba * Bar chimes   **Key Knowledge:** To know the key features of South African Gumboot music. To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.   * To know the correct technique for playing tuned percussion instruments.   **Key Skills:**  **Year 3**   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others’ work. Understanding that music from different times has different features. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.   **Year 4**   * Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | **Unit Name:**  **1) “KAPOW Instrumental Unit 2: Caribbean Key Vocabulary:**   * calypso * griot * Kaiso * pentatonic scale – see ‘pitch’ in table below * steel pans * syncopation * harmony   **Key Knowledge:** To know the key features of Calypso music. To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts. To be able to play tuned percussion with the correct technique.  **Key Skills:**  **Year 3**   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others’ work. Understanding that music from different times has different features. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. * **Year 4** * Explaining their preferences for a piece of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. * **2)“KAPOW Instrumental Unit 3: South America” Key Vocabulary:** * Latin music * Salsa * Rumba * Cha-cha-cha * Reggaeton * Samba * Tango * Percussion * Clave * Shakers * Bongos * Castanets * Guiros   **Key Knowledge:** To know the history and key features of salsa music. To understand how to play pitches and rhythms from staff notation without prompts. To be able to play tuned percussion with the correct technique.  **Key Skills:**  **Year 3**   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others’ work. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. * **Year 4** * Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | **Unit Name:**  **1)“KAPOW Instrumental Unit 4: Indonesia” Key Vocabulary:**   * gamelan * slendro * octave * gong * metallophone   **Key Knowledge:** To know the history and key features of gamelan music. To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch. To be able to play tuned percussion with the correct technique.  **Key Skills:**  **Year 3**   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others’ work. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.   **Year 4**   * Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. * **2)“KAPOW Instrumental Unit 5: India” Key Vocabulary:** * Bollywood * Hindi * Playback singers * Sound effect * Harmony * Performance direction * Indian flute * Tabla * Harmonium * Tanpura * Sitar   **Key Knowledge:** To know the history and key features of Bollywood music. To understand how to play melodies in three parts from staff notation without prompts. To be able to play tuned percussion with the correct technique.  **Key Skills:**  **Year 3**   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others’ work. Understanding that music from different times has different features. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.   **Year 4**   * Explaining their preferences for a piece of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. |
| **UKS2** | **Unit Name:**  **Anglo Saxons and Vikings (adapt kapow year 3??)**  **(In addition: Harvest and Christmas songs/pop tunes)**  **Key Vocabulary:**   * accuracy * backing track * beat – see ‘tempo’ in table below * body percussion * call and response * composition * co-ordinated * crotchet * discipline * duration – see table below * melody – see ‘pitch’ in table below * in-time * in-tune * dynamics – see table below * layer – see ‘texture’ in table below * lyrics * key change * major key – see ‘pitch’ in table below * minim * minor key – see ‘pitch’ in table below * notation – see table below * tempo – see table below * part * pulse – see ‘tempo’ in table below * quaver * rehearse * rhythm – see ‘duration’ in table below * rhythmic notation * sound effects * stave * notation – see table below * tempo – see table below * tension * tune * vocal warm-up   **Key Knowledge:** Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. Offering constructive feedback on others’ performances.  **Key Skills:** Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. Offering constructive feedback on others’ performances. | **Unit Name:**  **1) “KAPOW Year 6 – Baroque” Key Vocabulary:**   * Baroque * bass clef * bass instrument * canon * counter melody * counter-subject * fugue * ground bass * improvise * melodic ostinato * melody – see ‘pitch’ in table below * musical structure * opera * ostinato part * pitch – see table below * polyphonic * oratorio * recitative * a round * rhythmic ostinato * sharp note * staff notation – see table below * subject * texture – see table below * **Key Knowledge:** To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or ‘form’ in which an opening melody is imitated by one or more parts coming in one by one. To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like a canon. To know that a ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that ground bass is a repeating melody played on a bass instrument in Baroque music. * **Key Skills:** Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others’ work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing a solo or taking a leadership role within a performance (some children). Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.   **2) “KAPOW Year 6 – Dynamics, pitch and texture (Fingal’s Cave by Mendelssohn) Key Vocabulary:**   * classical * characterise * composition * conductor * depict * dynamics – see table below * ensemble * graphic score – see table below * improvisation * notation – see table below * orchestra * pitch – see table below * texture – see table below * **Key Knowledge:** To know that the conductor beats time to help the performers work well together. * To understand that improvisation means making up music ‘on the spot’. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright. * **Key Skills:** Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology. Constructively critiquing their own and others’ work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor’s cues and directions. | **Unit Name:**  **1) KAPOW – Year 5 – Looping and Remixing”**  **+ Y6 Leaver’s Concert Key Vocabulary:**   * accuracy * backbeat * body percussion * fragment * layers – see ‘texture’ in table below * loop * looped rhythm * melody – see ‘pitch’ in table below * melody line * notation – see table below * ostinato * remix * rhythm – see ‘duration’ in table below * riff * structure – see table below * **Key Knowledge:** To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to. * **Key Skills:** Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. |







