



Overview Cycle A - Click on the unit title to visit the unit in Kapow				
	EYFS – Kapow	KS1 – Year 1 Kapow	LKS2 – Year 3 Kapow	UKS2 – Year 5 Kapow
Term 1	<u>Exploring Sound</u> - To understand how to listen carefully and talk about what I hear. - To know that sounds can be copied by my voice, body percussion and instruments. - To understand that instruments can be played loudly or softly.	Harvest festival <u>Keeping the pulse (My favourite things)</u> - To know that notation is read from left to right. - To know that pictorial representations of rhythm show sounds and rests.	<u>Pentatonic Melodies</u> - To know that the word 'crescendo' means a sound getting gradually louder. - To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A.	<u>Composition Notation</u> - To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.
Term 2	Celebration Music - To know that there are special songs we can sing to celebrate events. - To understand that my voice or an instrument can match an action in a song. - To recognise that different sounds can be long or short.	Carols (Christingle)	Carols	Carols
Term 3	Transport To recognise that voices and instruments can imitate sounds from the world around us (e.g. vehicles).	<u>Musical Symbols (Under the Sea)</u> To be able to recognise and name the following instruments: Up to three instruments from Group A and B.	<u>Jazz</u> - To understand that 'syncopation' means a rhythm that is played off the natural beat. - To know that Ragtime is piano music that uses	<u>South and West Africa</u> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.

KEPs = Knowledge End Points – this is the key knowledge children should retain by the end of the unit and can be used as an assessment point. KEPs link directly to the National Curriculum, Development Matters and Early Learning Goals.



	- To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow'.	To know that notation is read from left to right.	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.	- To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once.
Term 4	<u>Musical Stories</u> - To understand that a piece of music can tell a story with sounds. - To know that different instruments can sound like a particular character. - To understand what 'high' and 'low' notes are.			
Term 5	<u>Big Band</u> - To know that an orchestra is a big group of people playing a variety of instruments together. - To know that music often has more than one instrument being played at a time. - To understand that performing means playing a finished piece of music for an audience.	<u>Pitch (Theme: Superheroes)</u> - To know that sounds within music can be described as high or low sounds and the meaning of these terms. - To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds	<u>Body and Tuned Percussion</u> - To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can	<u>Looping and Remixing</u> - 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.

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			change the texture of a piece of music.	
Term 6	Music and Movement - To know that the beat is the steady pulse of a song. - To recognise that music can be fast or slow. - To understand that we can match our body movements to the speed (tempo) and pulse (beat) of music.			Leavers assembly