



Overview Cycle B - Click on the unit title to visit the unit in Kapow				
	EYFS – Kapow	KS1 – Year 2 Kapow	LKS2 – Year 4 Kapow	UKS2 – Year 6 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.	<u>Call and response (Animals)</u> - To know that dynamics can change the effect a sound has on the audience. - To be able to recognise and name up to three instruments from Group A and B.	<u>Rock and Roll</u> - To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	<u>Songs of WWII</u> - 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. - 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.
Term 2	<u>Kapow Unit: Celebration Music (to include Christmas play)</u> To learn about the music from a range of cultural and religious celebrations.	Christmas Songs and Performance	Carols and Performance	Carols and Performance
Term 3	<u>Kapow Unit: Transport</u> To use my voice, body or instruments to explore different types of transport. To can identify and mimic transport sounds.	<u>Instruments (Theme: Musical storytelling)</u> To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	<u>Adapting and Transposing Motifs</u> To understand that musical motifs (repeating patterns) are used as a building block in many well-known	<u>Film Music</u> To know that a film soundtrack includes the background music and any songs in a film.



		- To know that sections of music can be described as fast or slow and the meaning of these terms. - To know that sounds within music can be described as high or low sounds and the meaning of these terms.	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.	- 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'.
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	<u>Singing (Theme: On this island)</u> - To know sections of music can be described as fast or slow and the meaning of these terms. - To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. - To know sounds within music can be described as high or low sounds and the meaning of these terms.	<u>Samba and Carnival</u> - To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. - To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. - To understand that a rhythmic break is a place in the music where some of	<u>Baroque</u> To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that ground bass is a repeating melody played on a bass instrument in Baroque music.



	piece of music for an audience.		the instruments play a new rhythm before going back to the original rhythms.	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 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.
Term 6	<u>Music and movement</u> To know that the beat is the steady pulse of a song. To recognise that music can be played fast or slowly. To understand we can match our body movements to the beat.			Leavers - Performance