



## 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	<p><a href="#"><u>Exploring Sound</u></a></p> <ul style="list-style-type: none"> <li>To understand how to listen carefully and talk about what I hear.</li> <li>To know that sounds can be copied by my voice, body percussion and instruments.</li> <li>To understand that instruments can be played loudly or softly.</li> <li>To know that music often has more than one instrument being played at a time.</li> </ul>	<p><a href="#"><u>Call and response (Animals)</u></a></p> <ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To be able to recognise and name up to three instruments from Group A and B.</li> </ul>	<p><a href="#"><u>Rock and Roll</u></a></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>To know that playing in time means all performers playing together at the same speed.</li> <li>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul>	<p><a href="#"><u>Dynamics of Pitch</u></a></p> <ul style="list-style-type: none"> <li>To know that the conductor beats time to help the performers work well together.</li> <li>To understand that improvisation means making up music 'on the spot'.</li> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</li> </ul>

Term 2	Nativity	<a href="#"><u>Instruments (Theme: Musical storytelling)</u></a>	Carols	Carols
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**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.



		<ul style="list-style-type: none"> <li>• To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> <li>• To know that sections of music can be described as fast or slow and the meaning of these terms.</li> <li>• To know that sounds within music can be described as high or low sounds and the meaning of these terms.</li> </ul>		
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Term 3	<u><a href="#">Music and Movement</a></u> <ul style="list-style-type: none"> <li>• To know that the beat is the steady pulse of a song.</li> </ul>	<b>NMPAT</b> <u><a href="#">Pitch (Theme: Musical me)</a></u> <ul style="list-style-type: none"> <li>• To know notation is read from left to right.</li> </ul>	<u><a href="#">Adapting and Transposing Motifs</a></u> <ul style="list-style-type: none"> <li>• To understand that musical motifs (repeating patterns)</li> </ul>	<u><a href="#">Film Music</a></u> <ul style="list-style-type: none"> <li>• To know that a film soundtrack includes the</li> </ul>
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	<ul style="list-style-type: none"> <li>• To recognise music that is 'fast' or 'slow.'</li> <li>• To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> <li>• To know that signals can tell us when to start or stop playing.</li> </ul>	<ul style="list-style-type: none"> <li>• To know sounds within music can be described as high or low sounds and the meaning of these terms.</li> <li>• To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</li> </ul>	<p>are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <ul style="list-style-type: none"> <li>• To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>• To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<p>background music and any songs in a film.</p> <ul style="list-style-type: none"> <li>• To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li> <li>• To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>• 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'.</li> </ul>
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Term 4	<p><b><u>Musical Stories</u></b></p> <ul style="list-style-type: none"> <li>• To understand that a piece of music can tell a story with sounds.</li> </ul>	<p><b>NMPAT</b></p> <p><b><u>Contrasting dynamics (Theme: Space)</u></b></p> <ul style="list-style-type: none"> <li>• To know that sections of music can be described as fast or</li> </ul>	<p><b><u>Haiku Music</u></b></p> <ul style="list-style-type: none"> <li>• To know that a glissando in music means a sliding effect</li> </ul>	<p><b><u>Theme and Variations – Pop Art</u></b></p> <p>To know that a 'theme' is a main melody in a piece of music.</p>
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	<ul style="list-style-type: none"> <li>To know that different instruments can sound like a particular character.</li> <li>To understand what 'high' and 'low' notes are.</li> </ul>	<p>slow and the meaning of these terms.</p> <ul style="list-style-type: none"> <li>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> <li>To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</li> </ul>	<p>played on instruments or made by your voice.</p> <ul style="list-style-type: none"> <li>To know that expressive language (like a poem) can be used as inspiration for composing music.</li> <li>To understand that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</li> </ul>	<p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>
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Term 5	<p><b><u>Big Band</u></b></p> <ul style="list-style-type: none"> <li>To know that an orchestra is a big group of people playing a</li> </ul>	<p><b><u>Singing (Theme: On this island)</u></b></p> <ul style="list-style-type: none"> <li>To know sections of music can be described as fast or slow and the meaning of these terms.</li> </ul>	<p><b><u>NMPAT</u></b> <b><u>Body and Tuned Percussion</u></b></p> <ul style="list-style-type: none"> <li>To know that deciding the structure of music when composing can help us create</li> </ul>	<p><b><u>Baroque</u></b></p> <p>To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.</p>
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	<p>variety of instruments together.</p> <ul style="list-style-type: none"> <li>To know that music often has more than one instrument being played at a time.</li> <li>To understand that performing means playing a finished piece of music for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> <li>To know sounds within music can be described as high or low sounds and the meaning of these terms.</li> </ul>	<p>interesting music with contrasting sections.</p> <ul style="list-style-type: none"> <li>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	<p>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>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.</p>
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Term 6		<p><u><a href="#">Structure (Theme: Myths and legends)</a></u></p> <ul style="list-style-type: none"> <li>To know pictorial representations of rhythm show sounds and rests.</li> </ul>	<p><b>NMPAT</b> <u><a href="#">Samba and Carnival</a></u></p> <ul style="list-style-type: none"> <li>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> </ul>	<p><b>Leavers</b></p>
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			<ul style="list-style-type: none"><li>• 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.</li><li>• To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li></ul>	
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