

# Music Subject Overview

## EYFS/KS1 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b><u>Kapow:</u></b> <b><u>Exploring Sound</u></b> Exploring how we can use our voice, bodies and instruments to make sounds, identifying sounds in the environment.</p>	<p><b><u>Kapow:</u></b> <b><u>Celebration Music</u></b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p><b><u>Kapow:</u></b> <b><u>Musical stories</u></b> Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	<p><b><u>Kapow:</u></b> <b><u>Music and Movement</u></b> Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p><b><u>Kapow:</u></b> <b><u>Transport</u></b> Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	<p><b><u>Kapow:</u></b> <b><u>Big Band</u></b> Learning what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practising song.</p>
<b>Year 1</b>	<p><b><u>Kapow:</u></b> <b><u>Pulse and rhythm</u></b> <b>Theme: All about me</b> Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p>	<p><b><u>Kapow:</u></b> <b><u>Timbre and rhythmic patterns</u></b> <b>Theme: Fairy tales</b> Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables or words and phrases before creating rhythmic patterns.</p>	<p><b><u>Kapow:</u></b> <b><u>Musical Vocabulary</u></b> <b>Theme: Under the sea</b> Exploring key musical vocabulary.</p>	<p><b><u>Kapow:</u></b> <b><u>Vocal and body sounds</u></b> <b>Theme: By the Sea</b> Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>	<p><b><u>Kapow:</u></b> <b><u>Classical Music, dynamics and tempo</u></b> <b>Theme: Animals</b> Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.</p>	<p><b><u>Kapow:</u></b> <b><u>Pitch and tempo</u></b> <b>Theme: Superheroes</b> Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p>

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<p><b>Year 2</b></p>	<p><b><u>Kapow: Orchestral Instruments</u></b>  <b>Theme: (Traditional Western stories)</b>          Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p><b><u>Kapow: West African Call and response song</u></b>  <b>(Theme: Animals)</b>          Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.</p>	<p><b><u>Kapow: Myths and Legends</u></b>          Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p><b><u>Kapow: Musical Me</u></b>          Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p>	<p><b><u>Kapow- Dynamics, timbre, tempo and motifs</u></b>  <b>(Theme: Space)</b>          Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.  <b>Instrumental:</b>  <b>Recorder-</b> develop facility in playing a melodic instrument. Play and perform melodies following staff notation as a whole class or small groups</p>	<p><b><u>Kapow: On this island: British songs and sounds</u></b>          Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.</p>
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## KS2 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Kapow: Creating compositions in response to an animation (Theme: Mountains)</b> Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match the animation.</p>	<p><b>Kapow: Ballads:</b> Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a ballad.</p>	<p><b>Kapow: Pentatonic melodies and composition</b> <b>Theme: Chinese New Year</b> Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p><b>BBC Ten Pieces 'Storm'- from Peter Grimes- Benjamin Britten</b> Extreme weather- Voicelinks pitch (volcanoes)</p>	<p><b>Kapow: Adapting and transposing motifs</b> <b>Theme: Romans (Yr4 theme)</b> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p>	<p><b>Kapow: Traditional instruments and improvisation (Theme: India)</b> Introducing to traditional Indian music. Learning about the rag and tal ,listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>
Year 4	<p><b>WCET FLUTE- 1</b></p> <p><b>Kapow: Rock and Roll</b> Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.</p>	<p><b>WCET FLUTE- 1</b></p> <p><b>Kapow- Songs of WWII (Year 6 theme)</b> Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing parts.</p>	<p><b>WCET FLUTE- 1</b></p> <p><b>Kapow: Haiku, music and performance (Theme: Hanami)</b> Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all the elements together before a final, group performance.</p>	<p><b>WCET FLUTE 2</b></p> <p><b>Kapow: Developing Singing Technique- Vikings (Year 3 theme)</b> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p><b>WCET FLUTE- 2</b></p> <p><b>Kapow: Body and tuned percussion- Theme: Rainforests</b> Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion instruments to create rhythms of the rain forest, layer by layer.</p>	<p><b>WCET FLUTE- 2</b></p> <p><b>Kapow: Jazz</b> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>

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<p>Year 5</p>	<p><b>Steel Pans-</b></p> <p><b>Caribbean Focus: History of steel pans</b></p> <p><b>Kapow: Samba and Carnival Sounds and Instruments (y4)</b> Introducing same and the sights and sounds of the carnival. Learning about the traditional sounds an instruments, syncopated rhythms and composing their samba breaks.</p>	<p><b>Steel Pans</b></p> <p><b>BBC Ten Pieces- Gustav Holst - ‘Mar’s from ‘The Planet Suite’</b></p> <p><b>BBC Ten Pieces Hans Zimmer- Earth</b></p> <p><b>BBC Ten Pieces Doctor Who Theme by Delia Derbyshire</b></p>	<p><b>Steel Pans</b></p> <p><b>Kapow Composition notation- Theme: Ancient Egypt.</b> Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.</p>	<p><b>Steel Pans</b></p> <p><b>Kapow: Blues</b> Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing,</p>	<p><b>Steel Pans</b></p> <p><b>Kapow: Changes in pitch, tempo and dynamics- Theme: Rivers (Y4)</b> Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p><b>Steel Pans</b></p> <p><b>Kapow: Looping and remixing</b> Learning how dance music is created, focusing particularly on the use of loops, and learning to play a well-known song before putting a dance music spin on it to create their own versions.</p>
<p>Year 6</p>	<p><b>Kapow: Theme and Variations (Theme: Pop Art)</b> Exploring the musical concept of theme and variations and discovering how rhythms can ‘translate’ onto different instruments.</p> <p><b>BBC Ten pieces: George Gershwin American composer</b></p>	<p><b>Kapow: Baroque</b> Exploring music of the Baroque Period (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.</p>	<p><b>Kapow: Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><b>BBC Ten Pieces Connect It</b></p> <p>Using body percussion, beat, pulse and rhythm</p>	<p><b>Kapow: Composing and performing a Leavers’ Song</b></p> <p>Creating their own leavers’ song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of 4 chord backing track and composing melodies.</p>	<p><b>Kapow: Dynamics, pitch and tempo (Theme: Fingal’s Cave)</b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>