

## Lower Key Stage 2 Music Overview

	Autumn		Spring	Summer
Year 3	<p><b>Developing Notation Skills</b> How does music bring us closer together?</p> <p><b>Unit delivered in conjunction with First Access</b></p> <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own musical ideas.</li> <li>• I can perform music in different ways.</li> <li>• I can compose my own musical ideas.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>	Christmas Production	<p><b>Enjoying Improvisation</b> What stories does music tell us about the past?</p> <p><b>Unit delivered in conjunction with First Access</b></p> <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own musical ideas.</li> <li>• I can perform music in different ways.</li> <li>• I can compose my own musical ideas.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>	<p><b>Recognising Different Sounds</b> How does music connect us with our planet?</p> <p><b>Unit delivered in conjunction with First Access</b></p> <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own musical ideas.</li> <li>• I can perform music in different ways.</li> <li>• I can compose my own musical ideas.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>
Year 4	<p><b>Interesting Time Signatures</b> How does music bring us together?</p> <p><b>Unit delivered in conjunction with First Access</b></p> <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own musical ideas.</li> <li>• I can perform music in different ways.</li> <li>• I can compose my own musical ideas.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>		<p><b>Developing Pulse and Groove Through Improvisation</b> How does music improve our world?</p> <p><b>Unit delivered in conjunction with First Access</b></p> <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own musical ideas.</li> <li>• I can perform music in different ways.</li> <li>• I can compose my own musical ideas.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>	<p><b>Purpose, Identity and Expression in Music</b> How does music connect us with the environment?</p> <p><b>Unit delivered in conjunction with First Access</b></p> <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own musical ideas.</li> <li>• I can perform music in different ways.</li> <li>• I can compose my own musical ideas.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>

## Upper Key Stage 2 Music Overview

	Autumn		Spring	Summer
Year 5	<b>Getting Started with Music Tech</b> How does music bring us together? <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can (use technology to) improvise my own musical ideas.</li> <li>• I can (use technology to) perform music in different ways.</li> <li>• I can (use technology to) compose my own musical ideas.</li> <li>• I can (use technology to) play my own part in a musical performance.</li> <li>• I can (use technology to ) perform to an audience using skills I have learnt.</li> </ul>	<b>Christmas Production</b>	<b>Exploring Key and Time Signatures</b> How does music improve our world? <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can (use key/time signatures to help me) improvise my own musical ideas .</li> <li>• I can (use key/time signatures to help me) perform music in different ways.</li> <li>• I can (use key/time signatures to help me) compose my own musical ideas.</li> <li>• I can (use key/time signatures to help me) play my own part in a musical performance.</li> <li>• I can (use key/time signatures to help me) perform to an audience using skills I have learnt.</li> </ul>	<b>Introducing Chords</b> How does music teach us about our community? <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can (use chords to) improvise my own musical ideas .</li> <li>• I can (use chords to) perform music in different ways.</li> <li>• I can (use chords to) compose my own musical ideas.</li> <li>• I can (use chords to) play my own part in a musical performance.</li> <li>• I can (use chords to) perform to an audience using skills I have learnt.</li> </ul>
Year 6	<b>Developing Melodic Phrases</b> How does music bring us together? <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can improvise my own melodic phrases.</li> <li>• I can perform melodic phrases in different ways.</li> <li>• I can compose my own melodic phrases.</li> <li>• I can play my own part in a musical performance.</li> <li>• I can perform to an audience using skills I have learnt.</li> </ul>		<b>Understanding Structure and Form</b> How does music connect us with our past? <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can (use ___ structure/form to) improvise my own musical ideas.</li> <li>• I can (use ___ structure/form to) perform music in different ways.</li> <li>• I can (use ___ structure/form to) compose my own musical ideas.</li> <li>• I can (use ___ structure/form to) play my own part in a musical performance.</li> <li>• I can (use ___ structure/form to) perform to an audience using skills I have learnt.</li> </ul>	<b>Respecting Each Other Through Composition</b> How does music connect us with our environment? <ul style="list-style-type: none"> <li>• I can express my musical opinions.</li> <li>• I can (show respect/personal identity when I) improvise my own musical ideas.</li> <li>• I can (show respect/personal identity when I) perform music in different ways.</li> <li>• I can (show respect/personal identity when I) compose my own musical ideas.</li> <li>• I can (show respect/personal identity when I) play my own part in a musical performance.</li> <li>• I can (show respect/personal identity when I) perform to an audience using skills I have learnt.</li> </ul>

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.