

Key Stage 1 Music Overview

	Autumn		Spring	Summer
Year 1	Introducing Beat How can we make friends when we sing together? <ul style="list-style-type: none"> • I can tell you my opinions about music that I hear. • I can (find the beat and) improvise my own music. • I can (find the beat and) perform music. • I can (find the beat and) compose my own music. • I can (find the beat and) play my own music. • I can (find the beat and) perform to an audience. 	Christmas Production	Adding Rhythm and Pitch How does music tell stories about the past? <ul style="list-style-type: none"> • I can tell you my opinions about music that I hear. • I can (use rhythm and pitch to) improvise music. • I can (use rhythm and pitch to) perform music. • I can (use rhythm and pitch to) compose music. • I can (use rhythm and pitch to) play music. • I can (use rhythm and pitch to) perform to an audience. 	Introducing Tempo and Dynamics How does music make the world a better place? <ul style="list-style-type: none"> • I can tell you my opinions about music that I hear. • I can (use tempo and dynamics to) improvise music. • I can (use tempo and dynamics to) perform music. • I can (use tempo and dynamics to) compose music. • I can (use tempo and dynamics to) play music. • I can (use tempo and dynamics to) perform to an audience.
Year 2	Exploring Simple Patterns How does music help us to make friends? <ul style="list-style-type: none"> • I can tell you my opinions about music that I hear. • I can (find patterns and) improvise my own music. • I can (find patterns and) perform music. • I can (find patterns and) compose my own music. • I can (find patterns and) play my own music. • I can (find patterns and) perform to an audience. 		Exploring Feelings Through Music How does music make the world a better place? <ul style="list-style-type: none"> • I can tell you my opinions about music that I hear. • I can (use emotions to) improvise music. • I can (use emotions to) perform music. • I can (use emotions to) compose music. • I can (use emotions to) play music. • I can (use emotions to) perform to an audience. 	Music That Makes You Dance How does music make us happy? <ul style="list-style-type: none"> • I can tell you my opinions about music that I hear. • I can (use the elements of music to) improvise music. • I can (use the elements of music to) perform music. • I can (use the elements of music to) compose music. • I can (use the elements of music to) play music. • I can (use the elements of music to) perform to an audience.

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.