

## Music - KS2 Topic Overview and lesson objectives

Term	Year A (Yr3 unit)	Year B (Yr4 unit)	Year C (Yr5 unit)	Year D (Yr6 unit)
Autumn 1	Let your spirit fly	Mamma Mia	Livin' on a prayer	Happy
Autumn 2	Glockenspiel Stage 1	Glockenspiel Stage 2	Classroom Jazz	Classroom jazz 2
Spring 3	Three Little birds	Stop!	Make you feel my love	A New Year carol
Spring 4	The dragon song	Lean on me	The fresh Prince of Bel-Air	You've got a friend
Summer 5	Bringing us together	Blackbird	Dancing in the street	Music and me
Summer 6	Reflect, Rewind and replay	Reflect, Rewind and replay	Reflect, Rewind and replay	Reflect, Rewind and replay

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Happy (Pop/Neo Soul)
1	Year 3 and 4 LO: I can listen to, discuss and perform a pop song with a happy theme.
	Year 5 and 6 LO: I can listen to, discuss and perform a pop song with a happy theme using an increasingly wide range of musical vocabulary.
2	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song with a happy theme.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
3	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song with a happy theme. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
4	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song with a happy theme. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
5	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song with a happy theme. I can develop my improvisation skills using the Bronze challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver challenge.
6	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can compose, with a group, a simple 3 note phrase.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can compose, individually, a simple five note phrase.

## Music - KS2 Topic Overview and lesson objectives

### Year D : Autumn Term 1 – Happy

Year D follow a year 6 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence..
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence..	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B, C, D &amp; E</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>C, E, G, A &amp; B</b>
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – Classroom Jazz 1</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and learn to sing part of a Bossa Nova song.
	Year 5 and 6 LO: I can listen to, discuss and learn to sing or play a Bossa Nova song using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to a new song, discuss it and learn to sing part of a Bossa Nova song.
	Year 5 and 6 LO: I can listen to and compare two contrasting pieces of Bossa Nova music using an increasingly wide range of musical vocabulary. I can learn to sing or play a Bossa Nova song.
<b>3</b>	Year 3 and 4 LO: I can listen to a new song, discuss it and learn to sing part of a Bossa Nova song.
	Year 5 and 6 LO: I can listen to and compare two contrasting pieces of Bossa Nova music using an increasingly wide range of musical vocabulary. I can learn to sing or play a Bossa Nova song.
<b>4</b>	Year 3 and 4 LO: I can listen to a new song, discuss it and learn to sing part of a Jazz Swing song.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of Jazz music using an increasingly wide range of musical vocabulary. I can learn to sing or play a Jazz swing song.
<b>5</b>	Year 3 and 4 LO: I can listen to a new song, discuss it and learn to sing part of a Jazz song.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of Jazz music using an increasingly wide range of musical vocabulary. I can learn to sing or play a Jazz swing song.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can perform with a group, part of a Jazz Swing song.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of Jazz swing music, using an increasingly wide range of musical vocabulary. I can perform with a group, a Jazz Swing song.

## Music - KS2 Topic Overview and lesson objectives

### Year C and D : Autumn Term 2 – Classroom Jazz 1 and 2

Year D and C follow a year 6 and 5 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence..
	I am starting to <b>identify the instruments and voices</b> heard.(Piano, Bass, Drums and Glockenspiel).	I am starting to <b>identify the instruments and voices</b> heard .(Piano, Bass, Drums and Glockenspiel).with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know how to <b>improvise</b> in the Three note Bossa and Five note Swing using the notes <b>D &amp; E</b> .	I know how to <b>improvise</b> in the Three note Bossa and Five note Swing using the notes <b>D,E &amp; G</b> .
	I know how to <b>improvise</b> in a Bossa Nova style using the note <b>G, A &amp; B</b> .	I know how to <b>improvise</b> in a Bossa Nova style using the note <b>G, A &amp; B</b> with increasing confidence.
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence..	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard (Piano, Bass, Drums and Glockenspiel).with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard .(Piano, Bass, Drums and Glockenspiel)..
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know how to <b>improvise</b> in a Bossa Nova style using the note <b>G, A &amp; B</b> with increasing confidence.	I know how to <b>improvise</b> in a Bossa Nova style using the note <b>G, A &amp; B</b> with confidence.
	I know how to <b>improvise</b> in a blues style using the notes <b>C, Bb &amp; G</b> .	I know how to <b>improvise</b> in a blues style using the notes <b>C, Bb, G, F &amp; C</b> .
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – A New Year Carol (Classical or Urban Gospel)</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and start to sing a Classical song.
	Year 5 and 6 LO: I can listen to, discuss and sing Classical song using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different version of a classical song. I can learn to perform a Classical song.
	Year 5 and 6 LO: I can listen to, compare and sing two different versions of the same Classical song, using an increasingly wide range of musical vocabulary and with increasing accuracy.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different Classical song. I can perform a classical song.
	Year 5 and 6 LO: I can discuss, compare and sing two different Classical songs, using an increasingly wide range of musical vocabulary and with increasing accuracy.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different version of a Classical song. I can perform a classical song.
	Year 5 and 6 LO: I can discuss, compare and sing two different Classical songs, using an increasingly wide range of musical vocabulary and with increasing accuracy.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different Classical song. I can perform a Classical song.
	Year 5 and 6 LO: I can compare and perform two different Classical songs, using an increasingly wide range of musical vocabulary and with increasing accuracy.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of Classical music I have heard. I can choose one song to perform.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of Classical music, using an increasingly wide range of musical vocabulary. I can choose one song to perform, with reasons.

## Music - KS2 Topic Overview and lesson objectives

### Year D : Spring Term 1 – A New Year Carol

#### Year D follow a year 6 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence..
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I am starting to <b>describe</b> the <b>mood</b> and the <b>story</b> told.	I am starting to <b>describe</b> the <b>mood</b> and the <b>story</b> told with increasing confidence.
	I am starting to <b>clap</b> some of the rhythms used in the song.	I am starting to <b>clap</b> some of the rhythms used in the song with increasing confidence.
	I am starting to know some <b>musical phrases</b> that that re sung in the song.	I am starting to know some <b>musical phrases</b> that that re sung in the song with increasing confidence.
	I am starting to <b>sing</b> in unison in the original style and in gospel style.	I am starting to <b>sing</b> in unison in the original style and in gospel style with increasing confidence.
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence..	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I am starting to <b>describe</b> the <b>mood</b> and the <b>story</b> told with increasing confidence.	I know how to <b>describe</b> the <b>mood</b> and the <b>story</b> told.
	I am starting to <b>clap</b> some of the rhythms used in the song with increasing confidence.	I know how to <b>clap</b> some of the rhythms used in the song.
	I am starting to know some <b>musical phrases</b> that that re sung in the song with increasing confidence.	I know some <b>musical phrases</b> that that re sung in the song.
	I am starting to <b>sing</b> in unison in the original style and in gospel style with increasing confidence.	I know how to <b>sing</b> in unison in the original style and in gospel style.
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – You’ve Got a Friend (70s Ballad/Pop by Carole King)</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and start to sing a 1970s Pop song.
	Year 5 and 6 LO: I can listen to, discuss and sing 1970s Pop song using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different 1970s Pop song. I can learn to perform a 1970s Pop song.
	Year 5 and 6 LO: I can listen to, compare and sing two different Carole King songs, using an increasingly wide range of musical vocabulary. I can learn to perform a 1970s pop song with accuracy.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different 1970s pop song. I can improvise with this song using the Bronze Challenges.
	Year 5 and 6 LO: I can discuss, compare and sing two different Carole King songs, using an increasingly wide range of musical vocabulary. I can improvise with this song using the Silver Challenges.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different 1970s Pop song. I can improvise with this song using the Bronze Challenges.
	Year 5 and 6 LO: I can discuss, compare and sing two different Carole King songs, using an increasingly wide range of musical vocabulary. I can improvise with this song using the Silver Challenges.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and sing a different Carole King song. I can develop my composition skills with this song.
	Year 5 and 6 LO: I can compare and perform two different Carole King songs, using an increasingly wide range of musical vocabulary. I can develop my composition skills with this song
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can choose one song to perform.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can choose one song to perform, with reasons.



## Music - KS2 Topic Overview and lesson objectives

### Year D : Spring Term 2 –You’ve Got A Friend

#### Year D follow a year 6 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence..
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know the <b>notes G,A &amp; B</b> by ear and notation.	I know the <b>notes C, D, E &amp; F</b> by ear and from notation.
	I am starting to know how to <b>compose</b> using the notes <b>A, G &amp; E</b> .	I know how to <b>compose</b> using the notes <b>A, G &amp; E</b> .
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>structure</b> of the song with increasing confidence..	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know the <b>notes C, D, E &amp; F</b> by ear and from notation.	I know the <b>notes D, E, F, G, A, B &amp; C</b> by ear and from notation.
	I know how to <b>compose</b> using the notes <b>A, G &amp; E</b> .	I know how to <b>compose</b> using the notes <b>E, A, C &amp; D</b> .
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – Music and Me (Create your own music inspired by your identity and women in the music industry)</b>
<b>1</b>	Year 3 and 4 LO: I can learn about different artists and what they mean by identity. I can start to compose my own music to represent me.
	Year 5 and 6 LO: I can discuss different artists and how they use their identity in their music. I can start to compose my own music to represent different aspects of me.
<b>2</b>	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can continue to compose my own music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
<b>3</b>	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can build on and explain how my music represents me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
<b>4</b>	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can more independently compose music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can explain how I am composing music to represent myself.
<b>5</b>	Year 3 and 4 LO: I can listen to and discuss different artists and learn about the composer, including what inspires them. I can perform my music to a small group.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can perform to an audience and explain how the music represents me.
<b>6</b>	Year 3 and 4 LO: I can discuss the different pieces of music I have heard. I can choose one composed song to perform.
	Year 5 and 6 LO: I can discuss different pieces of pop music, using an increasingly wide range of musical vocabulary. I can choose one composed song to perform, with reasons.

## Music - KS2 Topic Overview and lesson objectives

### Year D : Summer Term 1 – Music and Me

Year D follow a year 6 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> .	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.
	I am starting to <b>discuss</b> the <b>composition</b> I made.	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.
	I starting to identify the most important <b>components</b> of the <b>composition</b> .	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.
Assessment		
I am a <b>UKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.	I know how to talk about the music of <b>featured artists</b> .
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.	I know how to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.	I know how to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.	I know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.
	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.	I know how to <b>discuss</b> the <b>composition</b> I made.
	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.	I am able to identify the most important <b>components</b> of the <b>composition</b> .
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.	I know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Classical (The History of Music)
1	Yr 3 and 4 LO: I can listen to and discuss a piece of early traditional music and its composer I can revisit and comment on a song from earlier in the year.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of early traditional music and its composer. I can revisit and comment on a song from earlier in the year, using the language of music (pitch).
2	Yr 3 and 4 LO: I can listen to and discuss a piece of Baroque music. I can revisit and comment on a song from earlier in the year.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of Baroque music. I can revisit and comment on a song from earlier in the year, using the language of music (dynamics).
3	Yr 3 and 4 LO: I can listen to and discuss a piece of Classical music. I can revisit and comment on a song from earlier in the year.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of Classical music. I can revisit and comment on a song from earlier in the year, using the language of music (timbre).
4	Yr 3 and 4 LO: I can listen to and discuss a piece of Romantic music. I can revisit and comment on a song from earlier in the year.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of Romantic music. I can revisit and comment on a song from earlier in the year, using the language of music (texture).
5	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music. I can perform and comment on a song from earlier in the year.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music. I can perform (using musical theory) and comment on a song from earlier in the year.
6	Yr 3 and 4 LO: I can listen to and discuss a piece of contemporary music. I can perform and comment on a song from earlier in the year.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of contemporary music. I can perform (using musical theory) and comment on a song from earlier in the year.

## Music - KS2 Topic Overview and lesson objectives

### Year A, B, C and D : Summer Term 2 – Reflect, Rewind and Replay

#### Scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to know how to <b>listen</b> and <b>appraise</b> L'Autrier Pastoure Seoit (Traditional Early music).	I know how to <b>listen</b> and <b>appraise</b> L'Autrier Pastoure Seoit (Traditional Early music).
	I am starting to know how to <b>listen</b> and <b>appraise</b> Armide Overture by Jean-Baptiste Lully (Baroque).	I know how to <b>listen</b> and <b>appraise</b> Armide Overture by Jean-Baptiste Lully (Baroque).
	I am starting to know how to <b>listen</b> and <b>appraise</b> The marriage of Figaro by Mozart (Classical).	I know how to <b>listen</b> and <b>appraise</b> The marriage of Figaro by Mozart (Classical).
	I am starting to know how to <b>listen</b> to and <b>appraise</b> Erbkönig (D 382 Opus 1 Wer Reitet So Spät)by Franz Schubert (Romantic)	I know how to <b>listen</b> to and <b>appraise</b> Erbkönig (D 382 Opus 1 Wer Reitet So Spät)by Franz Schubert (Romantic)
	I am starting to know how to <b>listen</b> and <b>appraise</b> Sonata for Horn in F by Paul Hindemith (20 <sup>th</sup> Century).	I know how to <b>listen</b> and <b>appraise</b> Sonata for Horn in F by Paul Hindemith (20 <sup>th</sup> Century).
	I am starting to know how to <b>listen</b> and <b>appraise</b> Homelands by Nitin Sawhney (Contemporary).	I know how to <b>listen</b> and <b>appraise</b> Homelands by Nitin Sawhney (Contemporary).
	I am starting to know how to <b>practice</b> the <b>language</b> of music I have learnt over the year.	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year.
Assessment		
I am a <b>UKS2</b> Musician	I know how to <b>listen</b> and <b>appraise</b> L'Autrier Pastoure Seoit (Traditional Early music).	I know how to <b>listen</b> and <b>appraise</b> L'Autrier Pastoure Seoit (Traditional Early music)
	I know how to <b>listen</b> and <b>appraise</b> Armide Overture by Jean-Baptiste Lully (Baroque).	I know how to <b>listen</b> and <b>appraise</b> Armide Overture by Jean-Baptiste Lully (Baroque) with confidence.
	I know how to <b>listen</b> and <b>appraise</b> The marriage of Figaro by Mozart (Classical).	I know how to <b>listen</b> and <b>appraise</b> The marriage of Figaro by Mozart (Classical) with confidence.
	I know how to <b>listen</b> to and <b>appraise</b> Erbkönig (D 382 Opus 1 Wer Reitet So Spät)by Franz Schubert (Romantic)	I know how to <b>listen</b> to and <b>appraise</b> Erbkönig (D 382 Opus 1 Wer Reitet So Spät)by Franz Schubert (Romantic) with confidence.
	I know how to <b>listen</b> and <b>appraise</b> Sonata for Horn in F by Paul Hindemith (20 <sup>th</sup> Century).	I know how to <b>listen</b> and <b>appraise</b> Sonata for Horn in F by Paul Hindemith (20 <sup>th</sup> Century) with confidence.
	I know how to <b>listen</b> and <b>appraise</b> Homelands by Nitin Sawhney (Contemporary).	I know how to <b>listen</b> and <b>appraise</b> Homelands by Nitin Sawhney (Contemporary). With confidence.
	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year.	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year with confidence.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Mamma Mia (Pop)
1	Year 3 and 4 LO: I can listen to, discuss and perform a pop song by Abba.
	Year 5 and 6 LO: I can listen to, discuss and perform a pop song by Abba using an increasingly wide range of musical vocabulary.
2	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song by Abba.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
3	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song by Abba. I can compose a simple melody.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can compose a melody.
4	Year 3 and 4 LO: I can listen to, discuss and perform a new piece of Abba's pop music. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
5	Year 3 and 4 LO: I can listen to, discuss and perform a new piece of Abba's pop music. I can develop my improvisation skills using the Bronze challenge.
	Year 5 and 6 LO: I can compare and perform two pieces of Abba's pop music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver challenge.
6	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can compose, with a group, a simple 3 note phrase.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can compose, individually, a simple five note phrase.

## Music - KS2 Topic Overview and lesson objectives

### Year B : Autumn Term 1 – Mamma Mia

#### Year B follow a year 4 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to identify the <b>pieces structure</b> – Intro, verse, bridge, chorus.	I know how to identify the <b>pieces structure</b> – Intro, verse, bridge, chorus.
	I am starting to <b>identify the instruments</b> – Keyboard sounds imitating strings, glockenspiel, electric guitar, bass and drums.	I know how to <b>identify the instruments</b> – Keyboard sounds imitating strings, glockenspiel, electric guitar, bass and drums.
	I am starting to identify <b>pulse</b> when listening to music.	I know how to identify <b>pulse</b> when listening to music.
	I am starting to identify changes in <b>tempo, dynamics and texture</b> .	I know how to identify changes in <b>tempo, dynamics and texture</b> .
	I know the <b>notes G and sometimes A</b> , by notation and ear.	I know the <b>notes G, A</b> , by notation and ear.
	I am beginning to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .
Assessment		
I am a <b>UKS2</b> Musician	I know how to identify the <b>pieces structure</b> – Intro, verse, bridge, chorus.	I know how to identify the <b>pieces structure</b> – Intro, verse, bridge, chorus with confidence.
	I know how to <b>identify the instruments</b> – Keyboard sounds imitating strings, glockenspiel, electric guitar, bass and drums.	I know how to <b>identify the instruments</b> – Keyboard sounds imitating strings, glockenspiel, electric guitar, bass and drums with confidence.
	I know how to identify <b>pulse</b> when listening to music.	I know how to identify <b>pulse</b> when listening to music with confidence.
	I know how to identify changes in <b>tempo, dynamics and texture</b> .	I know how to identify changes in <b>tempo, dynamics and texture</b> with confidence.
	I know the <b>notes G, A</b> , by notation and ear.	I know the <b>notes G, A</b> , by notation and ear with confidence.
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		



## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Glockenspiel (Mixed Styles)
1	Year 3 and 4 LO: I can play two notes on a tuned instrument
	Year 5 and 6 LO: I can play two notes on a tuned instrument from memory. I can explain some of the language and theory of music using musical terms.
2	Year 3 and 4 LO: I can play and name the notes I am playing.
	Year 5 and 6 LO: I can play and name the notes I am playing. I can explain, using musical terms, how notes are written down.
3	Year 3 and 4 LO: I can play some new notes using note names. I can improvise notes.
	Year 5 and 6 LO: I can play some new notes, sometimes from memory. I can improvise phrases for this song.
4	Year 3 and 4 LO: I can play a tune with three notes using note names.
	Year 5 and 6 LO: I can play and perform a tune with three notes, counting in time.
5	Year 3 and 4 LO: I can play and improvise with new tunes.
	Year 5 and 6 LO: I can play and improvise with new tunes. I can explain some of the language and theory of music.
6	Year 3 and 4 LO: I can compose and perform a simple piece of music using what I have learnt.
	Year 5 and 6 LO: I can compose and perform a piece of music using the notes I have learnt.



## Music - KS2 Topic Overview and lesson objectives

### Year A and B : Autumn Term 2 – Glockenspiel Stage 1 and 2

Year A and B follow a year 3 and 4 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to <b>play</b> the notes <b>C, D, E &amp; F.</b>	I know how to <b>play</b> and <b>read</b> the notes <b>C, D, E &amp; F.</b>
	I am starting to <b>compose</b> using the notes <b>C, D, E &amp; F.</b>	I know how to <b>compose</b> using the notes <b>C, D, E &amp; F..</b>
	I am starting to <b>play</b> a <b>range</b> of tunes.( Easy E, Strictly D, Play your music, Drive, Dee Cee's blues, What's up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth)	I know how to <b>play</b> a <b>range</b> of tunes.( Easy E, Strictly D, Play your music, Drive, Dee Cee's blues, What's up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth)
	I am beginning to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I know how to <b>play</b> and <b>read</b> the notes <b>C, D, E &amp; F.</b>	I know how to <b>play</b> and <b>read</b> the notes <b>C, D, E &amp; F.</b> with confidence.
	I know how to <b>compose</b> using the notes <b>C, D, E &amp; F.</b>	I know how to <b>compose</b> using the notes <b>C, D, E &amp; F.</b> with confidence.
	I know how to <b>play</b> a <b>range</b> of tunes( Easy E, Strictly D, Play your music, Drive, Dee Cee's blues, What's up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth)	I know how to <b>play</b> a <b>range</b> of tunes( Easy E, Strictly D, Play your music, Drive, Dee Cee's blues, What's up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth)
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – Stop! (Lyrics linked to Bullying)</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and perform a song about Bullying.
	Year 5 and 6 LO: I can listen to, discuss and perform a song about Bullying using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and perform a piece of Hip-Hop music.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and perform a Classical March. I can compose a simple melody.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can compose a melody.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and perform a piece of disco pop music. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and perform a piece of Tango music. I can compose using this music.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can further develop my composition skills.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of themed music I have heard. I can choose a piece to sing with the class.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of themed music, using an increasingly wide range of musical vocabulary. I can choose, with reasons, a piece to perform with the class.

## Music - KS2 Topic Overview and lesson objectives

### Year B : Spring Term 1 – Stop!

#### Year B follow a year 4 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to identify the <b>pieces structure</b> – intro, rapped verses, sung chorus.	I know how to identify the <b>pieces structure</b> – intro, rapped verses, sung chorus.
	I am starting to <b>identify instruments and voices</b> – digital/electronic sounds, turntables, synthesizers and drums.	I know how to <b>identify instruments and voices</b> – digital/electronic sounds, turntables, synthesizers and drums.
	I know how to <b>play</b> the notes <b>C &amp; D</b> .	I know how to <b>read and play</b> the notes <b>C &amp; D</b> .
	I am starting to <b>rap</b> in unison and parts.	I know how to <b>rap</b> in unison and parts.
	I am starting to <b>compose</b> my own rapped lyrics.	I know how to <b>compose</b> my own rapped lyrics.
	I am beginning to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .
Assessment		
I am a <b>UKS2</b> Musician	I know how to identify the <b>pieces structure</b> – intro, rapped verses, sung chorus.	I know how to identify the <b>pieces structure</b> – intro, rapped verses, sung chorus with confidence.
	I know how to <b>identify instruments and voices</b> – digital/electronic sounds, turntables, synthesizers and drums.	I know how to <b>identify instruments and voices</b> – digital/electronic sounds, turntables, synthesizers and drums with confidence.
	I know how to <b>read and play</b> the notes <b>C &amp; D</b> .	I know how to <b>read and play</b> the notes <b>C &amp; D</b> with confidence.
	I know how to <b>rap</b> in unison and parts.	I know how to <b>rap</b> in unison and parts with increasing complexity.
	I know how to <b>compose</b> my own rapped lyrics.	I know how to <b>compose</b> my own rapped lyrics with increasing complexity.
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Lean On Me (Soul and Gospel Music)
1	Year 3 and 4 LO: I can listen to, discuss and perform a Gospel song.
	Year 5 and 6 LO: I can listen to, discuss and perform a Gospel song using an increasingly wide range of musical vocabulary.
2	Year 3 and 4 LO: I can listen to, discuss and perform a new piece of Gospel music.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can play an instrument to accompany the song.
3	Year 3 and 4 LO: I can listen to, discuss and perform a new Gospel song. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
4	Year 3 and 4 LO: I can listen to, discuss and perform a new piece of Gospel music. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
5	Year 3 and 4 LO: I can listen to, discuss and perform a piece of Classical music. I can compose using this music.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can further develop my composition skills.
6	Year 3 and 4 LO: I can listen to and discuss the different pieces of Gospel and Classical music I have heard. I can choose a piece to sing with the class.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of Gospel and Classical music, using an increasingly wide range of musical vocabulary. I can choose, with reasons, a piece to perform with the class.

## Music - KS2 Topic Overview and lesson objectives

### Year B : Spring Term 2 – Lean on Me

#### Year B follow a year 4 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to identify the <b>pieces' structure</b> – intro, verse, chorus, bridge, outro.	I know how to identify the <b>pieces' structure</b> – intro, verse, chorus, bridge, outro.
	I am starting to <b>identify instruments and voices</b> – Male vocal, backing vocal, piano, bass, drums and organ.	I know how to <b>identify instruments and voices</b> – Male vocal, backing vocal, piano, bass, drums and organ.
	I am starting to identify the <b>pulse, tempo</b> changes, changes in <b>dynamics</b> and <b>texture</b> .	I know how to identify the <b>pulse, tempo</b> changes, changes in <b>dynamics</b> and <b>texture</b> .
	I know how to <b>read and play F &amp; G</b> .	I know how to <b>read and play E, F &amp; G</b> .
	I know how to <b>compose</b> using the notes <b>F, G &amp; A</b> .	I know how to <b>compose</b> using the notes <b>C, D, F, G &amp; A</b> .
	I am beginning to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> .
Assessment		
I am a <b>UKS2</b> Musician	I know how to identify the <b>pieces' structure</b> – intro, verse, chorus, bridge, outro.	I know how to identify the <b>pieces' structure</b> – intro, verse, chorus, bridge, outro with confidence.
	I know how to <b>identify instruments and voices</b> – Male vocal, backing vocal, piano, bass, drums and organ.	I know how to <b>identify instruments and voices</b> – Male vocal, backing vocal, piano, bass, drums and organ with confidence.
	I know how to identify the <b>pulse, tempo</b> changes, changes in <b>dynamics</b> and <b>texture</b> .	I know how to identify the <b>pulse, tempo</b> changes, changes in <b>dynamics</b> and <b>texture</b> with confidence.
	I know how to <b>read and play E, F &amp; G</b> .	I know how to <b>read and play E, F &amp; G</b> with confidence.
	I know how to <b>compose</b> using the notes <b>C, D, F, G &amp; A</b> .	I know how to <b>compose</b> using the notes <b>C, D, F, G &amp; A</b> with confidence.
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – Blackbird (The Beatles, equality and civil rights.)</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and perform a song with a message.
	Year 5 and 6 LO: I can listen to, discuss and perform a song with a message using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new Beatles song.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of Beatles music using an increasingly wide range of musical vocabulary.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new Beatles song. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of Beatles music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new piece of Beatles music. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of Beatles music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and perform a piece of Beatles music. I can improvise using the Bronze Challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of Beatles music using an increasingly wide range of musical vocabulary. I can improvise using the Silver Challenge.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of Beatles music I have heard. I can choose a piece to sing with the class.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of Beatles music, using an increasingly wide range of musical vocabulary. I can choose, with reasons, a piece to perform with the class.

## Music - KS2 Topic Overview and lesson objectives

### Year B : Summer Term 1 – Blackbird

Year B follow a year 4 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to recognise the <b>themes</b> – Equality and civil rights.	I know the <b>themes</b> – Equality and civil rights.
	I am starting to <b>identify the instruments and voices</b> – Solo male vocals, acoustic guitar, percussion and birdsong.	I know how to <b>identify the instruments and voices</b> – Solo male vocals, acoustic guitar, percussion and birdsong.
	I know how to <b>play</b> and <b>read</b> the notes <b>C &amp; G</b> and sometimes <b>D</b> .	I know how to <b>play</b> and <b>read</b> the notes <b>G, A, B &amp; C</b> .
	I know how to <b>compose</b> using the notes <b>C, D &amp; E</b> .	I know how to <b>compose</b> using the notes <b>C, D, E, G &amp; A</b> .
	I am beginning to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> .
Assessment		
I am a <b>UKS2</b> Musician	I know the <b>themes</b> – Equality and civil rights.	I know the <b>themes</b> – Equality and civil rights and can discuss with confidence.
	I know how to <b>identify the instruments and voices</b> – Solo male vocals, acoustic guitar, percussion and birdsong.	I know how to <b>identify the instruments and voices</b> – Solo male vocals, acoustic guitar, percussion and birdsong with confidence.
	I know how to <b>play</b> and <b>read</b> the notes <b>G, A, B &amp; C</b> .	I know how to <b>play</b> and <b>read</b> the notes <b>G, A, B &amp; C</b> with confidence.
	I know how to <b>compose</b> using the notes <b>C, D, E, G &amp; A</b> .	I know how to <b>compose</b> using the notes <b>C, D, E, G &amp; A</b> with confidence.
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> .	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising</b> or <b>performing a composition</b> with confidence.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Classical (The History of Music)
1	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music and its composer I can state key facts about a young composer (Zoe Dixon).
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music and its composer. I can understand how young composers are inspired (Zoe Dixon).
2	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music. I can state key facts about the composer.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music. I can explain some facts about the language of music (tempo).
3	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music. I can state key facts about the composer.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music. I can explain some facts about the language of music (timbre).
4	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music. I can state key facts about a young composer.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music. I can understand how young composers are inspired (Nico Muhly).
5	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music. I can state some facts about the composer.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music. I can explain some facts about the language of music (timbre).
6	Yr 3 and 4 LO: I can listen to and discuss a piece of 20 <sup>th</sup> Century music. I can state some facts about the composer.
	Yr 5 and 6 LO: I can listen to and discuss (using musical vocabulary) a piece of 20 <sup>th</sup> Century music. I can explain some facts about the language of music (texture).



## Music - KS2 Topic Overview and lesson objectives

### Year B : Summer Term 2 – Classical

#### Year B follow a year 4 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to know how to <b>listen</b> to and <b>appraise</b> La Quinta Estampie Real (13 <sup>th</sup> Century).	I know how to <b>listen</b> to and <b>appraise</b> La Quinta Estampie Real (13 <sup>th</sup> Century).
	I am starting to know how to <b>listen</b> to and <b>appraise</b> The arrival of the Queen of Sheba by George Frideric Handel (Baroque Era).	I know how to <b>listen</b> to and <b>appraise</b> The arrival of the Queen of Sheba by George Frideric Handel (Baroque Era).
	I am starting to know how to <b>listen</b> to and <b>appraise</b> Moonlight Sonata (adagio) By Ludwig Van Beethoven. (Romantic Era).	I know how to <b>listen</b> to and <b>appraise</b> Moonlight Sonata (adagio) By Ludwig Van Beethoven. (Romantic Era).
	I am starting to know how to <b>listen</b> to and <b>appraise</b> Rhapsody in Blue by George Gershwin (Early 20 <sup>th</sup> Century).	I know how to <b>listen</b> to and <b>appraise</b> Rhapsody in Blue by George Gershwin (Early 20 <sup>th</sup> Century).
	I am starting to know how to <b>listen</b> to and <b>appraise</b> Einstein On The Beach by Philip Glass (Contemporary).	I know how to <b>listen</b> to and <b>appraise</b> Einstein On The Beach by Philip Glass (Contemporary).
	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year with increasing confidence.	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year.
Assessment		
I am a <b>UKS2</b> Musician	I know how to <b>listen</b> to and <b>appraise</b> La Quinta Estampie Real (13 <sup>th</sup> Century).	I know how to <b>listen</b> to and <b>appraise</b> La Quinta Estampie Real (13 <sup>th</sup> Century) with confidence.
	I know how to <b>listen</b> to and <b>appraise</b> The arrival of the Queen of Sheba by George Frideric Handel (Baroque Era).	I know how to <b>listen</b> to and <b>appraise</b> The arrival of the Queen of Sheba by George Frideric Handel (Baroque Era) with confidence.
	I know how to <b>listen</b> to and <b>appraise</b> Moonlight Sonata (adagio) By Ludwig Van Beethoven. (Romantic Era).	I know how to <b>listen</b> to and <b>appraise</b> Moonlight Sonata (adagio) By Ludwig Van Beethoven. (Romantic Era) with confidence.
	I know how to <b>listen</b> to and <b>appraise</b> Rhapsody in Blue by George Gershwin (Early 20 <sup>th</sup> Century).	I know how to <b>listen</b> to and <b>appraise</b> Rhapsody in Blue by George Gershwin (Early 20 <sup>th</sup> Century) with confidence.
	I know how to <b>listen</b> to and <b>appraise</b> Einstein On The Beach by Philip Glass (Contemporary).	I know how to <b>listen</b> to and <b>appraise</b> Einstein On The Beach by Philip Glass (Contemporary) with confidence.
	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year.	I know how to <b>practice</b> the <b>language</b> of music I have learnt over the year with confidence.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Let your spirit fly
1	Year 3 and 4 LO: I can learn about different artists and what they mean by identity. I can start to compose my own music to represent me.
	Year 5 and 6 LO: I can discuss different artists and how they use their identity in their music. I can start to compose my own music to represent different aspects of me.
2	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can continue to compose my own music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
3	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can build on and explain how my music represents me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
4	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can more independently compose music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can explain how I am composing music to represent myself.
5	Year 3 and 4 LO: I can listen to and discuss different artists and learn about the composer, including what inspires them. I can perform my music to a small group.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can perform to an audience and explain how the music represents me.
6	Year 3 and 4 LO: I can discuss the different pieces of music I have heard. I can choose one composed song to perform.
	Year 5 and 6 LO: I can discuss different pieces of pop music, using an increasingly wide range of musical vocabulary. I can choose one composed song to perform, with reasons.

## Music - KS2 Topic Overview and lesson objectives

### Year A : Autumn Term 1 – Music and Me

#### Year A follow a year 3 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> .	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.
	I am starting to <b>discuss</b> the <b>composition</b> I made.	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.
	I starting to identify the most important <b>components</b> of the <b>composition</b> .	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.
Assessment		
I am a <b>UKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.	I know how to talk about the music of <b>featured artists</b> .
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.	I know how to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.	I know how to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.	I know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.
	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.	I know how to <b>discuss</b> the <b>composition</b> I made.
	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.	I am able to identify the most important <b>components</b> of the <b>composition</b> .
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.	I know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Three Little Birds
1	Year 3 and 4 LO: I can learn about different artists and what they mean by identity. I can start to compose my own music to represent me.
	Year 5 and 6 LO: I can discuss different artists and how they use their identity in their music. I can start to compose my own music to represent different aspects of me.
2	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can continue to compose my own music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
3	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can build on and explain how my music represents me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
4	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can more independently compose music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can explain how I am composing music to represent myself.
5	Year 3 and 4 LO: I can listen to and discuss different artists and learn about the composer, including what inspires them. I can perform my music to a small group.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can perform to an audience and explain how the music represents me.
6	Year 3 and 4 LO: I can discuss the different pieces of music I have heard. I can choose one composed song to perform.
	Year 5 and 6 LO: I can discuss different pieces of pop music, using an increasingly wide range of musical vocabulary. I can choose one composed song to perform, with reasons.

## Music - KS2 Topic Overview and lesson objectives

### Year A : Spring Term 1 – Three little birds

#### Year A follow a year 3 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> .	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.
	I am starting to <b>discuss</b> the <b>composition</b> I made.	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.
	I starting to identify the most important <b>components</b> of the <b>composition</b> .	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.
Assessment		
I am a <b>UKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.	I know how to talk about the music of <b>featured artists</b> .
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.	I know how to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.	I know how to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.	I know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.
	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.	I know how to <b>discuss</b> the <b>composition</b> I made.
	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.	I am able to identify the most important <b>components</b> of the <b>composition</b> .
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.	I know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.
Assessment		

## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Dragon Song
1	Year 3 and 4 LO: I can learn about different artists and what they mean by identity. I can start to compose my own music to represent me.
	Year 5 and 6 LO: I can discuss different artists and how they use their identity in their music. I can start to compose my own music to represent different aspects of me.
2	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can continue to compose my own music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
3	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can build on and explain how my music represents me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
4	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can more independently compose music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can explain how I am composing music to represent myself.
5	Year 3 and 4 LO: I can listen to and discuss different artists and learn about the composer, including what inspires them. I can perform my music to a small group.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can perform to an audience and explain how the music represents me.
6	Year 3 and 4 LO: I can discuss the different pieces of music I have heard. I can choose one composed song to perform.
	Year 5 and 6 LO: I can discuss different pieces of pop music, using an increasingly wide range of musical vocabulary. I can choose one composed song to perform, with reasons.

## Music - KS2 Topic Overview and lesson objectives

### Year A : Spring Term 2 – Dragon song

#### Year A follow a year 3 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> .	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.
	I am starting to <b>discuss</b> the <b>composition</b> I made.	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.
	I starting to identify the most important <b>components</b> of the <b>composition</b> .	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.
Assessment		
I am a <b>UKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.	I know how to talk about the music of <b>featured artists</b> .
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.	I know how to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.	I know how to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.	I know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.
	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.	I know how to <b>discuss</b> the <b>composition</b> I made.
	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.	I am able to identify the most important <b>components</b> of the <b>composition</b> .
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.	I know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.
Assessment		



## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Bringing it together
1	Year 3 and 4 LO: I can learn about different artists and what they mean by identity. I can start to compose my own music to represent me.
	Year 5 and 6 LO: I can discuss different artists and how they use their identity in their music. I can start to compose my own music to represent different aspects of me.
2	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can continue to compose my own music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
3	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can build on and explain how my music represents me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can continue to compose my own music to represent different aspects of me.
4	Year 3 and 4 LO: I can listen to a new piece of music and learn about the composer, including what inspires them. I can more independently compose music to represent me.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can explain how I am composing music to represent myself.
5	Year 3 and 4 LO: I can listen to and discuss different artists and learn about the composer, including what inspires them. I can perform my music to a small group.
	Year 5 and 6 LO: I can listen to and discuss different artists and how they use their identity in their music. I can perform to an audience and explain how the music represents me.
6	Year 3 and 4 LO: I can discuss the different pieces of music I have heard. I can choose one composed song to perform.
	Year 5 and 6 LO: I can discuss different pieces of pop music, using an increasingly wide range of musical vocabulary. I can choose one composed song to perform, with reasons.



## Music - KS2 Topic Overview and lesson objectives

### Year A : Summer Term 1 – Bringing it together

#### Year A follow a year 3 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> .	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.
	I am starting to <b>discuss</b> the <b>composition</b> I made.	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.
	I starting to identify the most important <b>components</b> of the <b>composition</b> .	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.
Assessment		
I am a <b>UKS2</b> Musician	I am starting to talk about the music of <b>featured artists</b> with increasing confidence.	I know how to talk about the music of <b>featured artists</b> .
	I am starting to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding with increasing confidence.	I know how to <b>talk</b> about any <b>musical connection</b> with previous knowledge and understanding.
	I am starting to <b>explain</b> why I would/wouldn't go to a concert by a featured artist with increasing confidence.	I know how to <b>explain</b> why I would/wouldn't go to a concert by a featured artist.
	I am beginning to know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music with increasing confidence.	I know the <b>impact</b> that the artist's <b>family</b> and <b>culture</b> had on their music.
	I am starting to <b>discuss</b> the <b>composition</b> I made with increasing confidence.	I know how to <b>discuss</b> the <b>composition</b> I made.
	I starting to identify the most important <b>components</b> of the <b>composition</b> with increasing confidence.	I am able to identify the most important <b>components</b> of the <b>composition</b> .
	I am beginning to know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance with increasing confidence.	I know how to <b>present</b> my performance, <b>reflect</b> on its strengths .and <b>talk</b> about the performance.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – Livin’ on a prayer</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and perform a pop song.
	Year 5 and 6 LO: I can listen to, discuss and perform a pop song using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver challenge.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can compose, with a group, a simple 3 note phrase.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can compose, individually, a simple five note phrase.

## Music - KS2 Topic Overview and lesson objectives

### Year C : Autumn Term 1 – Livin' on a prayer

#### Year C follow a year 5 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence..
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence..	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B, C, D &amp; E</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>C, E, G, A &amp; B</b>
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – Make you feel my love</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and perform a pop song.
	Year 5 and 6 LO: I can listen to, discuss and perform a pop song using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver challenge.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can compose, with a group, a simple 3 note phrase.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can compose, individually, a simple five note phrase.

## Music - KS2 Topic Overview and lesson objectives

### Year C : Spring Term 1 – Make you feel my love

#### Year C follow a year 5 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence..
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence..	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B, C, D &amp; E</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>C, E, G, A &amp; B</b>
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		

## **Music - KS2 Topic Overview and lesson objectives**

<b>Lesson</b>	<b>Music – The fresh Prince of Bel-Air</b>
<b>1</b>	Year 3 and 4 LO: I can listen to, discuss and perform a pop song.
	Year 5 and 6 LO: I can listen to, discuss and perform a pop song using an increasingly wide range of musical vocabulary.
<b>2</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
<b>3</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
<b>4</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
<b>5</b>	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver challenge.
<b>6</b>	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can compose, with a group, a simple 3 note phrase.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can compose, individually, a simple five note phrase.

## Music - KS2 Topic Overview and lesson objectives

### Year C : Spring Term 2 – The fresh Prince of Bel-Air

#### Year C follow a year 5 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence.
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence.	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B, C, D &amp; E</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>C, E, G, A &amp; B</b>
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		



## Music - KS2 Topic Overview and lesson objectives

Lesson	Music – Dancing in the street
1	Year 3 and 4 LO: I can listen to, discuss and perform a pop song.
	Year 5 and 6 LO: I can listen to, discuss and perform a pop song using an increasingly wide range of musical vocabulary.
2	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song.
	Year 5 and 6 LO: I can listen to, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary.
3	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze Challenge.
	Year 5 and 6 LO: I can discuss, compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver Challenge.
4	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my composition skills.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my composition skills.
5	Year 3 and 4 LO: I can listen to, discuss and perform a new pop song. I can develop my improvisation skills using the Bronze challenge.
	Year 5 and 6 LO: I can compare and perform two contrasting pieces of music using an increasingly wide range of musical vocabulary. I can develop my improvisation skills using the Silver challenge.
6	Year 3 and 4 LO: I can listen to and discuss the different pieces of music I have heard. I can compose, with a group, a simple 3 note phrase.
	Year 5 and 6 LO: I can listen to, discuss and perform different pieces of pop music, using an increasingly wide range of musical vocabulary. I can compose, individually, a simple five note phrase.



## Music - KS2 Topic Overview and lesson objectives

### Year C : Summer Term 1 – Dancing in the street

#### Year C follow a year 5 scheme of work from Charanga.

	Silver	Gold
I am a <b>LKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music.	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.
	I am starting to describe the <b>structure</b> of the song.	I am starting to describe the <b>structure</b> of the song with increasing confidence.
	I am starting to <b>identify the instruments and voices</b> heard.	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.
	I am starting to talk about the <b>musical dimensions</b> used in the song.	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>
	I am starting to know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>
Assessment		
I am a <b>UKS2</b> Musician	I am starting to describe the <b>style indicators</b> of the song/music with increasing confidence.	I know how to describe the <b>style indicators</b> of the song/music.
	I am starting to describe the <b>structure</b> of the song with increasing confidence.	I know how to describe the <b>structure</b> of the song.
	I am starting to <b>identify the instruments and voices</b> heard with increasing confidence.	I know how to <b>identify the instruments and voices</b> heard.
	I am starting to talk about the <b>musical dimensions</b> used in the song with increasing confidence..	I know how to talk about the <b>musical dimensions</b> used in the song.
	I know the notes <b>G, A, B</b> by <b>ear</b> and from <b>notation</b> .	I know the notes <b>G, A, B, C, D &amp; E</b> by <b>ear</b> and from <b>notation</b> .
	I know how to <b>compose</b> using the notes <b>G, A &amp; B</b>	I know how to <b>compose</b> using the notes <b>C, E, G, A &amp; B</b>
	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition.</b>	I know how to contribute to a performance by <b>singing, playing an instrumental part, improvising or performing a composition</b> with confidence.
Assessment		