

## Year 6- Progression of Knowledge and Skills Music

Term	Knowledge	Skills
<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;"><b>Topic: ENO Finish This..</b></p>	<ul style="list-style-type: none"> <li>• A musical composition can be developed and completed by different composers.</li> <li>• Musical ideas can be varied, extended and refined.</li> <li>• Music is structured using sections (e.g. introduction, development, ending).</li> <li>• Music includes melody, harmony, rhythm, tempo, dynamics and texture.</li> <li>• Composers make deliberate choices to achieve specific effects.</li> <li>• Musical style and character should be respected and developed when completing another composer's work.</li> <li>• Music can communicate ideas, stories and emotions.</li> <li>• Reflection and feedback help to improve musical outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen critically to an unfinished composition.</li> <li>• Identify and describe key musical features and style.</li> <li>• Make informed decisions about how to continue and conclude a piece of music.</li> <li>• Develop musical ideas that are stylistically consistent with the original.</li> <li>• Create a convincing and appropriate ending.</li> <li>• Use voices and/or instruments with control, accuracy and expression.</li> <li>• Work collaboratively, taking on different musical roles.</li> <li>• Rehearse independently and refine music through evaluation and feedback.</li> </ul>

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<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Topic: ENO Finish This..</p>		<ul style="list-style-type: none"> <li>• Perform the completed composition confidently to an audience.</li> <li>• Use musical vocabulary to explain and justify compositional choices.</li> <li>• Evaluate the finished piece, identifying strengths and areas for improvement.</li> </ul>
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Topic: A New Year Carol</p>	<ul style="list-style-type: none"> <li>• Music can have a recognisable style, linked to a composer.</li> <li>• Songs have a clear structure.</li> <li>• Music uses different musical dimensions (elements), such as: pulse, rhythm, pitch, tempo, dynamics, texture.</li> <li>• Different instruments and voices create different sounds.</li> <li>• Music can create a mood and help tell a story.</li> <li>• The same song can be performed in different styles.</li> <li>• Performances can be planned to communicate ideas and feelings to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and describe the style of a piece of music.</li> <li>• Identify and describe the structure of a song.</li> <li>• Recognise and name instruments and voices they can hear.</li> <li>• Identify and discuss musical elements used in the song.</li> <li>• Clap and perform rhythms from the music.</li> <li>• Sing confidently in unison.</li> <li>• Sing a song in different styles.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Play simple instrumental parts accurately.</li> <li>• Contribute to a group performance through singing, playing or improvising.</li> <li>• Perform with awareness of the audience.</li> <li>• Listen back to a performance and evaluate what went well.</li> <li>• Suggest improvements using musical vocabulary.</li> </ul>
<p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Topic: You've Got A Friend</b></p>	<ul style="list-style-type: none"> <li>• Music can have a <b>recognisable style</b>, linked to a composer or songwriter.</li> <li>• Songs have a <b>clear structure</b> (e.g. verse and chorus).</li> <li>• Music uses different <b>musical dimensions</b>, including: pulse, rhythm, pitch, tempo, dynamics, texture.</li> <li>• Different <b>instruments and voices</b> create different sounds.</li> <li>• Music can express <b>feelings and emotions</b>.</li> <li>• Music can be <b>performed, improvised and composed</b>.</li> <li>• Performances can be <b>planned</b> to communicate ideas to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and describe the style of a song.</li> <li>• Identify and describe the structure of a piece of music.</li> <li>• Recognise and name instruments and voices they can hear.</li> <li>• Identify and talk about musical elements used in the song.</li> <li>• Perform rhythmic patterns accurately.</li> <li>• Sing confidently in unison.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Play instrumental parts accurately and in time.</li> <li>• Improvise using given notes.</li> <li>• Compose a simple melody using given notes.</li> <li>• Perform as part of a group with confidence and control.</li> <li>• Listen back to a performance and evaluate what went well.</li> <li>• Suggest improvements using appropriate musical vocabulary</li> </ul>
<p style="text-align: center;"><b>Summer 1</b></p> <p><b>Topic: Music and Me</b></p>	<ul style="list-style-type: none"> <li>• Music can be created by different artists with unique styles.</li> <li>• Music can reflect identity, ideas and messages.</li> <li>• Songs can be planned and written using themes and lyrics.</li> <li>• Musical choices affect how music sounds and feels.</li> <li>• Music can be performed, shared and evaluated.</li> <li>• Performances can communicate ideas to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about music by different artists.</li> <li>• Use prior musical knowledge to discuss and compare music.</li> <li>• Talk about why certain artists were chosen for a unit.</li> <li>• Identify and discuss key themes and ideas in music.</li> <li>• Relate themes in music to their own experiences.</li> <li>• Plan and create a composition.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Identify the tools and techniques used in their composition.</li> <li>• Perform their music in an engaging way.</li> <li>• Reflect on the strengths and weaknesses of a performance.</li> <li>• Talk about how their identity is shown in their music.</li> <li>• Use appropriate musical vocabulary when discussing music.</li> </ul>
<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><b>Topic: Reflect, Rewind and Replay</b></p>	<ul style="list-style-type: none"> <li>• Music learned earlier can be revisited, practised and improved.</li> <li>• Music includes key musical dimensions, such as: pulse, rhythm, pitch, tempo, dynamics, texture.</li> <li>• Different musical styles have distinct characteristics.</li> <li>• Practising and rehearsing help to improve a performance.</li> <li>• Music can be performed and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit and perform songs learned during the year.</li> <li>• Maintain a steady pulse independently.</li> <li>• Perform rhythms and melodies accurately and confidently.</li> <li>• Sing with good control of pitch and expression.</li> <li>• Play instrumental parts accurately and in time.</li> <li>• Perform confidently as part of a group.</li> </ul>

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	<ul style="list-style-type: none"><li>• Musical vocabulary helps us to talk accurately about music.</li><li>• Reflection helps musicians develop and progress.</li></ul>	<ul style="list-style-type: none"><li>• Listen carefully to performances.</li><li>• Use musical vocabulary to evaluate what went well.</li><li>• Identify areas for improvement.</li><li>• Reflect on how their musical skills have developed over time.</li><li>• Talk about what they have learned in music across the year.</li></ul>