



**Year 5 Progressions of Skills - Music**

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Composition notation (Theme - Ancient Egypt)		Blues		South and West Africa	Compositions for the festival of colour
Knowledge						
	<ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul>		<ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>To understand that a chord is the layering of several pitches played at the same time.</li> </ul>		<ul style="list-style-type: none"> <li>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a vocal composition is a piece of music created only using voices.</li> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> <li>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul>
<ul style="list-style-type: none"> <li>Skills</li> </ul>						



<p>Listening and responding to music</p> <p>Analysing music</p> <p>Evaluating music</p> <p>Composing and improvising</p> <p>Performing</p>	<ul style="list-style-type: none"> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>		<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	
<p>Cultural and historical awareness of music</p>						
<p>Creating sounds</p> <p>Singing repertoire</p> <p>Singing technique</p> <p>Instruments</p> <p>Posture</p>	<ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> </ul>		<ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</li> </ul>		<ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> </ul>	



<p>Notation</p> <p>Understanding notation</p> <p>Representing pitch</p> <p>Representing rhythm</p>	<ul style="list-style-type: none"> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Using staff notation to record rhythms and melodies.</li> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Using staff notation to record rhythms and melodies.</li> </ul>	
<p>Improvising and composing - stimulus and purpose</p>	<ul style="list-style-type: none"> <li>• Improvising coherently within a given style.</li> <li>• Composing a detailed piece of music from a given</li> </ul>		<ul style="list-style-type: none"> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in</li> </ul>		<ul style="list-style-type: none"> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns</li> </ul>	



<p>Improvising</p> <p>Selecting music and sounds</p> <p>Sequencing</p>	<p>stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <ul style="list-style-type: none"> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul>		<p>time with others and communicating with the group.</p> <ul style="list-style-type: none"> <li>Improvising coherently within a given style.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul>		<p>(ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	
<p>Performing</p> <p>Understanding and evaluating a performance</p> <p>Awareness of music</p> <p>Awareness of self</p> <p>Awareness of others</p>	<ul style="list-style-type: none"> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> </ul>		<ul style="list-style-type: none"> <li>Suggesting and demonstrating improvements to own and others' work.</li> <li>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</li> <li>Using musical vocabulary to offer constructive and precise feedback on others' performances.</li> </ul>		<ul style="list-style-type: none"> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	



Lesson	Artist / composer	Period / tradition/ style	Artist / composer	Period / tradition/ style	Artist / composer	Period / tradition/ style	Artist / composer	Period / tradition/ style
1	Unknown	Popular music	The Simpsons	Blues	Miriam Makeba Ndebele folk song Drakensberg Boys Choir	Popular music Traditional Nguni Traditional Nguni	Edvard Grieg Felix Mendelssohn Julian Gallant, Jeff Gallant, Jeff Meegan, David Tobin and Rob Kelly	Romantic Romantic Arrangement
2	Unknown The Bangles	Popular music Popular music	The Simpsons	Blues	Ndebele folk song	Traditional Nguni		
3					Ndebele folk song	Traditional Nguni		
4	Unknown	Popular music	The Simpsons	Blues	Bwazan Les Maitres-Tambours du Burundi	Percussion Percussion	Ruhan Kapoor and Sidhant Kapoor	Traditional
5	Henry Purcell	Baroque - children will not have been exposed to this genre of music.	Swiss Dutchman	Blues				