



Year 6 Progressions of Skills - Music

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Dynamics, pitch and tempo: Fingal's Cave		Blues (Y5) (next year: Pop art)		Baroque	Composing and performing a leavers song
Knowledge						
	<ul style="list-style-type: none"> To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 		<ul style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time. 		<ul style="list-style-type: none"> To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that ground bass is a repeating melody played on a bass instrument in Baroque music. 	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.
Skills						



<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"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Using musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 		<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary 		<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. <ul style="list-style-type: none"> ◦ • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
--	--	--	---	--	---	--



					<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. 	
Cultural and historical awareness of music						
Creating sounds Singing repertoire Singing technique Instruments Posture	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and/or technology. 		<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. 		<ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and/or technology and incorporating. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.



<p>Notation</p> <p>Understanding notation</p> <p>Representing pitch</p> <p>Representing rhythm</p>	<ul style="list-style-type: none"> Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. 		<ul style="list-style-type: none"> Using staff notation to record rhythms and melodies. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. 			<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and/or technology and incorporating.
<p>Improvising and composing - stimulus and purpose</p>	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of 		<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting dynamics and 		<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given 	<ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and



<p>Improvising</p> <p>Selecting music and sounds</p> <p>Sequencing</p>	<p>music from a given stimulus with voices, bodies and instruments.</p> <ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 		<p>pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 		<p>features.</p> <ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. 	<p>instruments.</p> <ul style="list-style-type: none"> Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure Recording own composition using appropriate forms of notation and/or technology and incorporating. Improvising coherently and creatively within a given style, incorporating given features.
<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"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. Constructively critiquing their own and others' work, using musical vocabulary. 		<ul style="list-style-type: none"> Suggesting and demonstrating improvements to own and others' work. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Using musical vocabulary to offer constructive and precise feedback on others' performances. 	<p>o</p>	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing a solo or taking a leadership role within a performance (some children) Constructively critique their 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.



							own and others' work, using musical vocabulary.	<ul style="list-style-type: none"> • Constructively critique their own and others' work, using musical vocabulary. • Performing by following a conductor's cues and directions. 		
Lesson	Artist / composer	Period/ tradition/ style		Artist / composer	Period/ tradition/ style		Artist / composer	Period/ tradition/ style	Artist / composer	Period/ tradition/ style
1	Felix Mendelssohn	Romantic		The Simpsons	Blues		Claudio Monteverdi George Frideric Handel	Baroque Baroque	Take That Randy Newman The Beatles S Club 7	Popular music Popular music Popular music Popular music
2				The Simpsons	Blues		Maroon 5 The Farm Aerosmith Johann Pachelbel	Pop Pop Rock Baroque	Take That Randy Newman The Beatles S Club 7	Popular music Popular music Popular music Popular music
3							Henry Purcell Henry Purcell	Baroque Baroque	Take That Randy Newman The Beatles S Club 7	Popular music Popular music Popular music Popular music
4				The Simpsons	Blues		Johann Pachelbel Johann Sebastian Bach Wolfgang Amadeus Mozart Music Education	Baroque Baroque Classical - timeless/ culture / educational.	Elton John Alphaville Journey	Popular music Popular music Popular music Popular music



							Solutions	Children will have evidence Baroque genre in Year 5.		
								Baroque		
5	Felix Mendelssohn Unknown	Romantic Romantic		Swiss Dutchman	Blues		Music Education Solutions George Frederic Handel Handel	Baroque Baroque Baroque	The Beatles	Popular music