



Year 6 Music Progression of Knowledge and Skills



KS2 National Curriculum

Mu2/1.1	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Mu2/1.2	improvise and compose music for a range of purposes using the interrelated dimensions of music
Mu2/1.3	listen with attention to detail and recall sounds with increasing aural memory
Mu2/1.4	use and understand staff and other musical notations
Mu2/1.5	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Mu2/1.6	develop an understanding of the history of music.

Year 6 Progression of Knowledge and Skills

Improvise and Compose	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p> <p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure their ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p> <p>Improvise extended melodies using the pentatonic scale.</p>
Sing and Play	<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of a song with a good sense of ensemble</p> <p>Decipher a graphic score.</p> <p>Play Twinkle, twinkle, little star.</p> <p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p> <p>Sing accurately in two parts, with dynamic contrast and expression.</p> <p>Play the drone, bass note, or chord for a chorus of Skye boat song.</p>
Listen and Appraise	<p>Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music</p> <p>Identify some of the features of traditional Scottish music that have influenced the composition of the song Touch the sky.</p>

Assessment Year 6

Knowledge	Skills
<ul style="list-style-type: none">• I know key musical features (such as rhythm, tempo, timbre, structure and instruments) and how to identify them in a piece of music.• I know what 'ensemble' means and how to achieve this in a class arrangement of a song, including singing in parts.	<ul style="list-style-type: none">• I can use musical knowledge and vocabulary to discuss similarities and differences in pieces of music, including historical recordings and music from around the world.• I can sing or play a syncopated melody and round accurately.• I can improvise on top of a repeating bassline and create a rhythmic piece using percussion instruments.• I can write a melody and structure my ideas into a complete song.