



## 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

<b>Improvise and Compose</b>	<ul style="list-style-type: none"> <li>Compose a syncopated melody using the notes of the C major scale.</li> <li>Create their own song lyrics.</li> <li>Fit their lyrics to a pulse, creating a chant.</li> <li>Write a melody and sing it.</li> <li>Structure their ideas into a complete song.</li> <li>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> <li>Learn some simple choreography to accompany a disco song.</li> <li>Create variations using a wide variety of composing techniques.</li> <li>Improvise on top of a repeating bassline.</li> <li>Create an accompaniment.</li> <li>Create an extended melody with four distinct phrases.</li> <li>Experiment with harmony.</li> <li>Structure their ideas into a full soundtrack.</li> <li>Create a rhythmic piece for drums and percussion instruments.</li> <li>Improvise extended melodies using the pentatonic scale.</li> </ul>
<b>Sing and Play</b>	<ul style="list-style-type: none"> <li>Sing a syncopated melody accurately and in tune.</li> <li>Sing and play a class arrangement of a song with a good sense of ensemble</li> <li>Decipher a graphic score.</li> <li>Play Twinkle, twinkle, little star.</li> <li>Sing the chorus of Throw, catch in three-part harmony with dancing.</li> <li>Sing accurately in two parts, with dynamic contrast and expression.</li> <li>Play the drone, bass note, or chord for a chorus of Skye boat song.</li> </ul>
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.</li> <li>Explore the influences on an artist by comparing pieces of music from different genres.</li> <li>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li> <li>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</li> <li>Create a shadow movement piece in response to music.</li> <li>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> <li>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</li> <li>Demonstrate coordination and keeping a steady beat by dancing to bhangra music</li> <li>Identify some of the features of traditional Scottish music that have influenced the composition of the song Touch the sky.</li> </ul>

## Assessment Year 6

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