



Kings Meadow Primary School

Music Progression and Skills: Year 5 and Year 6 (Shelley The Seagull)

Creative, Real-life, Ambitious, Careers-focussed curriculum building Knowledge & skills for every Individual Nurturing Global citizens of the future



Year 5

Year 6

Singing

Sing songs with a sense of ensemble and performance.
Observe phrasing, accurate pitching and appropriate style.
Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Perform in school assemblies and other Performance opportunities.

Sing songs with syncopated rhythms.
Sing as part of a choir, with a sense of ensemble and performance.
Observe rhythm, phrasing, accurate pitching and appropriate style.
Experiment with positioning singers.
Perform in school and to a wider audience.

Playing Instruments

Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords.

Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chord progressions.

Listening	Develop and expand musical understanding through critical listening. Understand the stories, origins, traditions, history and social context of Brazilian samba.	Further develop students' knowledge and understanding of the music they are listening to.
Creating	Improvise freely over a drone or groove, developing a sense of shape and character. Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). Compose melodies made from pairs of phrases in a major and minor key. Compose a short ternary piece. Enhance these melodies with rhythmic or chordal accompaniment.	Extend improvised melodies beyond 8 beats. Develop improvisation skills to create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.
Music Technology	Use the Music Notepad tool to create a ternary piece. Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment.	Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest. Use YuStudio to create and produce music with multiple sections, and be able to explain how musical contrasts are achieved. Use YuStudio to remix real instrument loops.
Musicianship or Performing	Play and perform melodies following staff notation written up to one octave. Understand and play	Confidently read and perform from notation, identifying note names and duration. Play melodies, making decisions about

and Notation	triads/chords. Add chordal accompaniments to songs. Combine acoustic instruments to form mixed ensembles. Develop the skill of playing by ear, copying longer phrases and familiar melodies. Understand semibreves, minims, crotchets, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures	dynamic range. Engage with others through ensemble playing, taking on melody or accompaniment roles. Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
<u>Key Vocabulary</u>	<u>Year 5:</u> Drone, groove, ternary structure, ensemble, phrasing, style, part singing, major and minor keys and chords, technical control, fluency, acoustic instruments, samba instruments, culture.	<u>Year 6:</u> Production, repetition, chord sequence, balance, mixing, loops, sound recording, syncopation, partner songs, orchestral colour, choral singing, working songs, audience participation.

The Music Progression Map, which outlines the learning in this Creative Music Scheme, is based on two key documents:

- The National Curriculum for Music - A statutory framework that outlines what pupils must be taught.
- The Model Music Curriculum (MMC) - A non-statutory guide offering detailed progression and practical examples to meet those statutory goals.