Music – Medium Term Planning YEAR 6   (2025-2026)

	Autumn		Spring		Summer	
	1.1	1.2	2.1	2.2	3.1	3.2
Unit	Happy	Classroom jazz 2	A new year carol	You've got a friend	Music and me	Reflect, Rewind and Replay
Topic and cross curricular links	Pop, Motown What makes us happy? Video/project with musical examples.	Jazz, Latin, Blues History of music - Jazz in its historical context.	Benjamin Britten (Western Classical Music), Gospel, Bhangra. Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra.	The Music of Carole King Her importance as a female composer in the world of popular music.	Contemporary, music and identity Celebrating the role of women in the music industry.	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
Progression statements	**Listening and Appraising**		**Singing**		**Playing Instruments**	
Year 6	Knowledge: To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about:		Knowledge: To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: − Its main features − Singing in unison, the solo, lead vocal, backing vocals or rapping		Knowledge: To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends	

− The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs − The historical context of the songs. What else was going on at this time, musically and historically? − Know and talk about that fact that we each have a musical identity **Skills:** To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions - working together in the Unit songs.	− To know what the song is about and the meaning of the lyrics − To know and explain the importance of warming up your voice **Skills:** To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	**Skills:** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

	Talk about the music and how it makes you feel, using musical language to describe the music.		