

Music Curriculum 2026/27 – Years 5 & 6

	Autumn 1 & 2	
Topic	World War 2 Listening and appraising, playing instruments, composing and improvising, performing	World War 2 Listening and appraising, playing instruments, composing and improvising, performing
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> I know that a scale is a series of notes in a specific consecutive order and a scale forms the context for a piece of music. I know that solo means one person performing. I know that clefs are special signs to show where higher and lower notes are written. The most common are treble and bass clefs I know notes C (middle) D E F G A B C on the treble clef I know musical notation for crotchets, quavers, minims and rests I know that a dot placed after a note lengthens it by half its value (eg. dotted crotchet = 1.5 beats) I know what a bar is and that there are a certain number of beats to each bar in a musical piece I understand that structure is how a piece of music is organised <p>Skills</p> <ul style="list-style-type: none"> I know the names and sounds of the instruments ocarina and glockenspiel and how to play them I know what a time signature is and that it shows how many counts in a bar of music I know that accompaniment is music heard behind the main performer <p>Skills</p> <ul style="list-style-type: none"> I know how to listen with appreciation to a range of high-quality live and recorded music with an open mind, and use correct musical terms to give an opinion. I know how to listen with enjoyment to music from different times and traditions. I can place them in their historical context and recognise their different style indicators and instruments and their sounds. I expect my opinions to be treated with respect and I am respectful of the opinion of others. I know how to play an instrument with increasing accuracy, control and expression I know how to practise my part so that I can give a polished performance 	<p>Knowledge</p> <ul style="list-style-type: none"> I know that there are variations of pitch called a scale and that the scale forms the context for a piece of music. I know that solo means one person performing. I know that clefs are special signs to show where higher and lower notes are written. The most common are treble and bass clefs I know notes (middle) G A B C on the treble clef I know musical notation for crotchets, quavers and rests I know what a bar is and that there are a certain number of beats to each bar in a musical piece I understand that structure is how a piece of music is organised <p>Skills</p> <ul style="list-style-type: none"> I know the names and sounds of the instruments ocarina and glockenspiel and how to play them <p>Skills</p> <ul style="list-style-type: none"> I know how to listen with appreciation to a range of high-quality live and recorded music with an open mind, and use correct musical terms to give an opinion. I know how to listen with enjoyment to music from different times and traditions. I can place them in their historical context and recognise their different style indicators and instruments and their sounds. I expect my opinions to be treated with respect and I am respectful of the opinion of others. I know how to play an instrument with increasing accuracy, control and expression I know how to practise my part so that I can give a polished performance I know how to read some standard notation symbols to play a tuned instrument I know how to learn and play a part within an ensemble that involves rests to show that I know when to stop and start playing I know how to perform my own musical line (part) as part of an ensemble



	<ul style="list-style-type: none">• I know how to read some standard notation symbols to play a tuned instrument• I know how to learn and play a part within an ensemble that involves rests to show that I know when to stop and start playing• I know how to perform my own musical line (part) as part of an ensemble• I know how to identify different instruments by their unique timbre (tone quality or colour) – ocarina, glockenspiel•	<ul style="list-style-type: none">• I know how to identify different instruments by their unique timbre (tone quality or colour) – ocarina, glockenspiel
Vocab		



Music Curriculum 2026/27 – Years 5 & 6

	Spring 1 & 2
Topic	Listening and appraising, playing instruments, composing and improvising, performing (China)
Knowledge	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • I know and can recognise some music and instruments of China. • I know that timbre is the tone of sound quality of different instruments • I know that a scale is a series of notes in a specific consecutive order and a scale forms the context for a piece of music, and what a pentatonic scale is • I know which notes make up the pentatonic scale and be able to play a simple tune on a tuned instrument (glockenspiel) based on this scale. • I know the note names C- C and note values crotchet, minim, quaver <p>I know how to watch the conductor for instructions to start playing together</p> <p>I know I need to practise my part so I can give a polished performance</p> <p>I know how important positive feedback is and know I can learn from the comments of others</p> <ul style="list-style-type: none"> • I know what composition and improvisation are <p><u>Skills</u></p> <ul style="list-style-type: none"> • I know how to listen with enjoyment to music from around the world, different times and traditions. I can place them in their historical context and recognise their different style indicators and instruments and their sounds. (Chinese Music) • I know how to play an instrument with increasing accuracy, control and expression • I know how to read some standard notation symbols to play a tuned instrument • I know how to learn and play a part within an ensemble that involves rests to show that I know when to stop and start playing • I know how to create a short solo improvisation within the context of a musical piece using two or three notes on tuned instruments • I know how to create music using rhythmic and melodic patterns including rests
Vocab	scale, pentatonic scale, glockenspiel, ocarina, timbre, note names A-G, note values crotchet, minim, quaver, rest, dotted note, duration, dynamics, conductor, ensemble, practise, performance, improvise, compose,



Music Curriculum 2026/27 – Years 5 & 6

	Summer 1	Summer 2
Topic	Listening and appraising, singing, performing, playing instruments (The Sea - Shanties)	Singing, performing
Knowledge	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know several style indicators and say songs/music from some of them I know musical periods in history and say songs/music from some of them I know interrelated dimensions of music pulse, rhythm, pitch, dynamics, tempo, timbre, texture I know solo means one person singing, ensemble means a group I know a capella means singing without having instrumental or musical accompaniment I know clefs are special signs to show where higher and lower notes are written. The most common are treble and bass clefs I know notes (middle) C, D, E, F, G, A, B, C on the treble clef, C, D, F, G on the bass clef I know what composition and improvisation are I know a bar is a division in music and that there are a certain number of beats to each bar in a musical piece I know a scale is a series of notes in a specific consecutive order and a scale forms the context for a piece of music (major scale, minor scale) <p><u>Skills</u></p> <ul style="list-style-type: none"> I know how to listen to musical pieces and explain why the composer has chosen a particular sound / instruments/ arrangements/ devices for their music (call and response, steady beat for the work song) I know how to be the leader of a group, start and stop them and help them to keep the pulse. I know how to confidently sing songs involving echoes/ call and response I know how to find the pulse of any piece of music with ease and confidence and begin to recognise when I or others are going out of time. I know how to play an instrument with increasing accuracy, control and expression I know how to read some standard notation symbols to play a tuned instrument 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Solo means one person performing, duet is two, ensemble means a group Performing involves communicating ideas, thoughts and feelings. Different venues have an effect on the sound of the performance. every part in an ensemble is important and we need to work together as a team to perform to a high standard. I know why we work together in an ensemble and what it means to do so. I know how important positive feedback is to me as a performer and I can learn from others' comments. I can do this for other people too. This way we can encourage each other to be better. <p><u>Skills:</u></p> <ul style="list-style-type: none"> warm my voice up to keep it safe and use good posture ready for singing sing musically with good control over my breathing convey the mood and the feel of the music by singing the words clearly, singing with an awareness of dynamics and tempo, and using the voice in different expressive ways practise my part so that I can give a polished performance perform my own musical line (part) as part of an ensemble Talk about different venues for performance feel confident in my role within a performance. give positive comments and feedback about others' performances. I can perform my own or other musical pieces by myself and with a group with accuracy and expression



	<ul style="list-style-type: none"> • I know how to learn and play a part within an ensemble that involves rests to show that I know when to stop and start playing • I know how to read standard notation symbols to confidently play a part in an ensemble, on a tuned instrument with accuracy, when others are playing or singing their parts which are different from mine. • I know how to identify different instruments by their unique timbre (tone quality or colour) • I know structure is how a piece of music is organised 	
Vocab	sea shanty, work songs, call and response, pulse, a capella, drone accompaniment, bass clef, notes, minor scale, tones, semitones, rests, bar/bar line, time signature 4/4	

