Unit Progression: Year 6

Unit 1: Discovering Grime (featuring YuStudio Grime Project)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	I can explore Grime music and create my own beats by understanding its origins and key features, and by layering drum sounds using tempo, bars, and loops. I can develop my Grime track by using a synthesiser, adding rap vocals, creating an intro, using sound effects, and adjusting the mix. I can make creative decisions and perform my music by developing my own ideas, presenting my compositions, and reflecting on my musical choices.	Check to see if the children can talk about their composing/ creating process, including the correct vocabulary e.g. loops, bars, intro, mix and tempo. Note how well children can work independently with the studio. How confident and accurate are they? Ensure children understand what they have done and learnt in each step before moving on to the next video. Encourage children to reflect verbally or in writing on their creating processes, what they learnt and what challenged them. Assess the final Grime track against key musical criteria such as sounding rhythmically correct, the effects used, any melodic ideas, and technical skills applied.	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			(Singing)	Singing / Chanting (Rapping)
			Instrumental Practice	Handheld percussion Body Percussion Glockenspiel Recorder
			★ Notation	★ Symbolic Rhythmic Melodic
			(Improvise)	Rhythmic Melodic
			★ Compose	Music Explorer Rhythm Grids ★ YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ A clear, focused part of this unit, explored in depth. ● Introduced or revisited briefly, giving pupils opportunities to develop the skill at a lighter level.

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Unit 2: Express, Inspire And Perform (featuring Panto Pandemonium, Bells Ring Out & The Match Girl's Christmas)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where childrens stand.	I can give examples of how a performance can be improved by how and where we stand on the stage. I am confident performing songs in two or more parts. I can demonstrate how to walk onto and off the stage and respond to the audience.	Use formative assessment throughout lessons by observing participation, engagement, and involvement in discussions. Note who sings in tune, manages solo parts, and expresses character, mood, and feeling in performance. Look for commitment, enthusiasm, and ability to contrast different performance styles. Monitor progress in applying learning across weeks. Ask individual children to identify what they have learned to support reflection and assess understanding.	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			(Musical Elements)	(Pulse), (Rhythm), (Pitch), (Dynamics), (Timbre), (Texture), (Tempo), (Structure)
			★ Singing	★ Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Body percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 3: Music Reimagined (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	I can listen to different pieces of music and discuss how they represent a theme like climate change. I can use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition. I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics. I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape. I can complete, save, and share my finished digital music composition with others.	Look for children' s participation, engagement, commitment, and enthusiasm during activities. Check children's understanding and effective use of YuStudio in lessons 1 and 2. Talk with pupils to explore how they describe the composing processes they used. Note who experiments confidently with composing tools and techniques. After performances, simple feedback forms that focus on enjoyment and areas for improvement may be helpful in recording responses. Ask individual children to identify what they have learned to support reflection and assess understanding.	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			Singing	Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Body percussion Glockenspiel Recorder
			(Notation)	(Symbolic) Rhythmic Melodic
			Improvise	Rhythmic Melodic
			★ Compose	Music Explore Rhythm Grids ★ YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 4: Musical Sketches (featuring Roll Alabama)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	I can listen to music and identify its melodic, rhythmic, and dynamic features. I can create short musical sketches using Music Notepad. I can notate my musical ideas clearly to share with others. I can perform my composition confidently, using dynamics and appropriate articulations. (Staccato, Legato for example) I can reflect on my own and others' work to improve my compositions.	Observe pupils' ability to keep a steady pulse, identify instruments, and describe rhythms. Assess collaborative learning, critical thinking, and musical understanding during listening and comparison tasks, including recognition of changes in pulse, timbre, dynamics, and structure. Evaluate composition choices in Music Notepad for correct use of 4/4 time, B ♭ major scale, structure, and dynamic contrast. Monitor ensemble skills through keeping in time and singing accurately. Use quick verbal checks to assess understanding. Collect evidence of achievement through drafts, recordings, exit tickets, and peer feedback, noting emotional storytelling and musical expression.	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			(Singing)	(Singing) / Chanting Rapping
			★ Instrumental Practice	★ Handheld percussion ★ Body percussion ★ Glockenspiel ★ Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			(Improvise)	(Rhythmic) (Melodic)
			★ Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score ★ Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 5: Music Remixed (featuring Dragon Beats)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	I can create my own drumbeat, bassline, and melody to build a track in YuStudio. I can select, add, and remix loops from the original song to use in my own work. I can arrange the different parts and layers of my track to create a complete song structure. I can make creative decisions to change and improve my remix, like changing instrument sounds. I can share my final remix and discuss my own work and the work of others.	Can children create a steady drumbeat, fit basslines rhythmically, and balance layers effectively. Use listening checks and questioning to assess understanding of how layers interact, mood changes, and purposeful editing choices. Evaluate saved YuStudio projects and final remixes checking for structure, inclusion of drums, bass, melody, original loops, and clear beginnings and endings. Monitor whether changes are intentional and improvements explained. Encourage peer feedback using sentence stems and reflective responses on progress and next steps. Collect evidence through saved files, audio exports, teacher notes, and performance-based assessments to track rhythmic accuracy, musical structure, creativity, and understanding.	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			Singing	Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Body Percussion Glockenspiel Recorder
			★ Notation	★ Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			★ Compose	Music Explore Rhythm Grids ★ YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 6: The Grand Finale (featuring La Bamba)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.	I can sing La Bamba and other selected songs accurately, keeping in time and in tune. I can sing rounds and partner songs with confidence and coordination. I can perform solo or small ensemble lines, blending effectively with others. I can contribute to a group performance with appropriate expression, dynamics, and style. I can create my own original lyrics or an instrumental part to contribute to a class performance. I can reflect on our musical performance, identifying strengths in areas like rhythm, style, and stage presence.	Look for high levels of participation, confidence, and ensemble listening in all the children. Are the children rhythmically accurate? Do the children understand the meaning and cultural context of the song? Use **recordings** to track rehearsal progress and progress over time Do children use appropriate musical vocabulary?	Focused Listening	Connection & Reaction Evaluation & Analysis
			Musical Elements	Pulse, Rhythm, Pitch, Dynamics, Timbre, Texture, Tempo, Structure
			Singing	Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Body Percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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