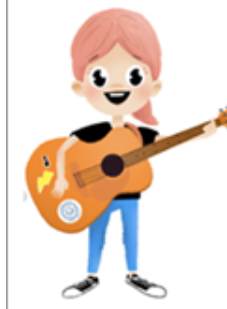




Year 5 and Year 6 – Music Target Memories

2026 – 2027

National Curriculum Coverage	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga unit title	Shaping Music	Junior Voiceworks at Christmas	Sounds Dramatic	Musical Sketches	Carnival Time	The Grand Finale
Target memories	Improvisation involves creating melodic and rhythmic ideas in the moment. A drone or groove provides a musical foundation for improvisation. Ternary form follows an ABA structure. Notation can be used to record melody, rhythm and dynamics. Composers use rhythm, pitch, structure and texture to shape musical ideas.	Good posture helps me breathe properly and sing with a clear, confident sound. Singers use controlled breathing to support long phrases and improve the quality of their voice. Warming up my body and voice helps me prepare to sing safely and effectively. Clear vowel sounds help singers stay in tune and create a better choir sound. Clear consonants and diction help the audience understand the words we are singing.	Major and minor chords create different moods in music. Composers use texture by layering sounds and musical ideas. Sound effects and timbre can help create atmosphere. Digital technology can be used to create, record and edit music. Musical choices should support the mood and purpose of a composition.	Composers use melody, rhythm and harmony to communicate ideas. Music can be inspired by stories, people and historical events. Notation allows musicians to record and perform original compositions. Dynamic contrast and articulation add expression to music. Musical sketches can be developed into complete compositions.	Samba music is built around a strong pulse and interlocking rhythms. Rhythm and pulse are different musical elements. Call and response is a musical conversation between performers. Ensemble musicians must maintain their own part while listening to others. Dynamics and coordination help create an effective group performance.	Syncopation creates rhythmic interest by emphasising unexpected beats. Rounds and partner songs create layered musical textures. Vocal parts can work independently whilst fitting together harmonically. Style, phrasing and dynamics help create authentic performances. Ensemble performance requires confidence, accuracy and musical awareness.



2027-2028

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit	Discovering Grime	Junior Voiceworks at Christmas	Music Reimagined	Decoding Sound and Notation	Music Remixed	Music Speaks
Target memories	Grime music developed as a distinctive British musical style. Loops, bars and tempo are used to organise digital compositions. Texture is created by layering beats, synths and vocals. Producers manipulate timbre using synthesisers and effects. Musicians make creative decisions to develop their own musical identity.	Choir singers must listen carefully to other singers and adjust their voice to blend as one ensemble. Pulse and rhythm help singers stay together and perform accurately. Dynamics, phrasing and expression help communicate the meaning and emotion of a song. Rehearsal improves accuracy, confidence, memory and performance quality. Successful performances require preparation, teamwork, concentration and audience awareness.	Music can be interpreted in different ways to communicate different messages. Composers use loops, samples and recorded sounds to build soundscapes. Pitch, dynamics and texture can represent ideas and themes. Effects can transform and develop musical material. Digital music can be created, edited, saved and shared.	Musical notation shows pitch, rhythm and expression. Melodies can move higher and lower in pitch. Articulation changes the way notes are performed. Musicians listen critically to compare style, structure and mood. Dynamics, tempo and timbre affect how music is interpreted.	A remix reworks existing musical material in a new way. Musical texture is created through combining layers of sound. Drumbeats, basslines and melodies have different functions within music. Structure helps organise a piece into clear sections. Composers refine and edit their work to improve the final outcome.	Chord sequences provide harmonic support for melodies. Repetition and contrast help create musical structure. Hip-hop music is often built from layers including beats, basslines and melodies. [Composers use tempo, texture and timbre to shape musical style. Mixing balances musical parts to create a finished composition.