

Year 6 Music Curriculum Overview

Subject-leader overview of cumulative Year 6 music learning

Cycle B

UKS2

Pre-curated Curriculum

This document reflects Kidstrument's pre-curated curriculum. The platform automatically adjusts content to teacher selection. A Curriculum Designer is available to build fully custom programmes. Content is updated regularly - new material may not appear until the next academic year update.

Optional: Add Instrument Lessons to Your Curriculum

Instrument lessons can be added to any year group at any time - it is entirely the teacher's choice when to introduce them. KS2 is where the National Curriculum particularly recommends instrumental learning, but there is nothing stopping earlier delivery. Teachers can learn and lead sessions themselves, or simply let the step-by-step videos lead the class.

[Click here to add instruments \(you must be logged in\)](#)

Subject

Music

Year 6 combines style study with more mature theory, notation and listening work, moving through Motown, Disco and 80s Pop while strengthening rhythmic control, pitch understanding and confident performance.

Brief description

- Children encounter a broader range of popular styles and connect each one to characteristic groove, texture and context.
- Notation and theory become more sophisticated through scales, intervals, accidentals, note values, rests, ties and music directions.
- Rhythm syllables, code work, pitch challenges and karaoke performance help pupils apply knowledge with independence and control.

Genres / styles / listening focus

- Autumn begins with Motown, including listening linked to Stevie Wonder and the sound of the style.
- Spring moves into Disco, including Gloria Gaynor and a stronger focus on dynamic markings, chord mood and rehearsal directions.
- Summer focuses on 80s Pop, including Prince, ledger lines, ties and more demanding pitch-identification tasks.
- Listening strands include missing-instrument detective work, major / minor harmony, interval quality and texture or timbre changes.
- Performance is supported through stylistic movement, rhythmic subdivision work and karaoke in each style area.

Skills and theory introduced

- Exploring the minor pentatonic scale and hearing it as a five-note pattern.
- Understanding interval as the distance between two notes.
- Recognising ascending and descending pitch movement.
- Learning tones and semitones, and applying these patterns to major and minor scales.
- Using Konnakol rhythm syllables to organise and perform spoken rhythm patterns.
- Reading longer 4/4 patterns through Beat Blox, Beat the Grid and mixed-note rhythm reading.
- Reading note values and rests including minims, crotchets, quavers and quaver rests.
- Understanding accidentals, repeat markings, Da Capo, Fine, ties, ledger lines, staccato and legato.
- Recognising major and minor triads and later comparing perfect, imperfect and dissonant intervals.
- Using increasingly challenging pitch-reading tasks to identify notes with fewer visual clues.

Skills and theory revisited / developed

- Keeping a steady pulse and showing style through movement is revisited across Motown, Disco and 80s Pop.
- Rhythm words such as tea, coconut, watermelon and lemonade are revisited to secure subdivision and syncopation.
- Detective listening is revisited so pupils can hear missing instruments, texture changes and chord mood more accurately.
- Code work is revisited to strengthen listening memory, comparison and matching.
- Konnakol workshops develop internal counting, timing and focus across longer rhythm patterns.
- Karaoke performance is revisited so expression, timing and confidence continue to improve.
- Pitch reading and interval listening are revisited with increasing challenge across the year.

Key vocabulary

• Motown	• ascending	• triad	• staccato
• Disco	• descending	• crotchet	• legato
• 80s Pop	• tone	• quaver	• Da Capo
• groove	• semitone	• minim	• Fine
• pulse	• pentatonic	• quaver rest	• Konnakol
• beat	• accidental	• note value	
• 4/4	• major	• tie	
• interval	• minor	• ledger lines	

Key fun facts

- A pentatonic scale uses five notes.
- An interval is the distance between two notes.
- A semitone is a smaller step than a tone.
- A triad is built from three notes.
- Fine tells the musician where the music should finish.
- A tie joins note values to make one longer sound.

National Curriculum Learning Outcomes

All sessions address these National Curriculum Learning Outcomes - activities are linked automatically for tracking

- LO1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- LO2** Play tuned and untuned instruments musically
- LO3** Listen with concentration and understanding to a range of high-quality live and recorded music
- LO4** Experiment with, create, select and combine sounds using the inter-related dimensions of music
- LO5** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- LO6** Develop an understanding of the history of music

Source: National Curriculum in England: Music Programmes of Study

Curriculum links

- Performs with control and expression through singing, movement and karaoke across contrasting popular styles.
- Listens analytically to texture, timbre, harmony, intervals and stylistic features.
- Uses and understands a broader range of musical notation and directions.
- Develops rhythmic fluency through subdivision, spoken syllables, rests and longer pattern reading.
- Strengthens musical memory and independence through pitch challenges and repeated listening comparison.