

Progression Through the Inter-related Dimensions of Music

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PITCH	<p>Pitch</p> <ul style="list-style-type: none"> Identify high and low sounds. 	<p>Pitch</p> <ul style="list-style-type: none"> Identify high and low sounds. 	<p>Pitch</p> <ul style="list-style-type: none"> Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine upwards and downwards direction in listening, performing and moving. Determine movement by step, by leaps or by repeats. 	<p>Pitch</p> <ul style="list-style-type: none"> Recognise pitch movement by step, leaps or as repeats. Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. 	<p>Pitch</p> <ul style="list-style-type: none"> Identify short phrases and long phrases. Identify the prominent melody patterns in a piece of music. Improvise a melodic pattern. Improvise a melody. 	<p>Pitch</p> <ul style="list-style-type: none"> Identify short phrases and long phrases. Identify the prominent melody patterns in a piece of music. Improvise a melody. Improvise a melodic pattern.
DURATION	<p>Duration</p> <ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration. Recognise the difference 	<p>Duration</p> <ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple 	<p>Duration</p> <ul style="list-style-type: none"> Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. 	<p>Duration</p> <ul style="list-style-type: none"> Recognise the duration of notes on the stave. Clap and play notes to the appropriate duration. 	<p>Duration</p> <ul style="list-style-type: none"> Perform rhythmic patterns and ostinati(<i>repeated melody lines</i>). Identify a silence in a rhythmic pattern with a gesture. Indicate strong and weak beats through movements. 	<p>Duration</p> <p>Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>).</p> <ul style="list-style-type: none"> Identify a silence in a rhythmic pattern with a gesture. Create rhythmic patterns including silences and notate. Indicate strong and

	<p>between steady beat and no beat.</p> <ul style="list-style-type: none"> Identify similar rhythmic patterns. 	<p>patterns of sound of long and short duration.</p> <ul style="list-style-type: none"> Recognise the difference between steady beat and no beat. Identify similar rhythmic patterns. 			<ul style="list-style-type: none"> Recognise a metre (<i>the way beats are grouped</i>) of three or four. <p>Recognise a change in metre.</p>	<p>weak beats through movements.</p> <ul style="list-style-type: none"> Recognise a change in metre. Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4.
DYNAMICS	<p>Dynamics</p> <ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. 	<p>Dynamics</p> <ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. 	<p>Dynamics</p> <ul style="list-style-type: none"> Recognise differences in dynamic levels. 	<p>Dynamics</p> <ul style="list-style-type: none"> Play music with awareness of dynamics. To recognise some musical notation related to dynamics. 	<p>Dynamics</p> <ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>gradually getting quieter</i>). Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>). 	<p>Dynamics</p> <ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>gradually getting quieter</i>). Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>).
TEMPO	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Tempo</p> <ul style="list-style-type: none"> Identify through gestures such as clapping or using percussion, the strong/first beat whilst singing. 	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

TIMBRE	<p>Timbre</p> <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Match selected sounds with their pictured source. Explore the different kinds of sound that my singing and speaking voice can make. Identify different voices by their vocal qualities. Use sound words or phrases to describe selected sounds and the ways in which they are produced. 	<p>Timbre</p> <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Recognise the difference between wood, metal, skin (drum) and 'shaker' sounds. Match selected sounds with their pictured source. Explore the different kinds of sound that my singing and speaking voice can make. Identify different voices by their vocal qualities. Use sound words or phrases to describe selected sounds and the ways in which they are produced 	<p>Timbre</p> <ul style="list-style-type: none"> Describe and aurally identify the tone colours of instruments. Compare instrumental tone colour. 	<p>Timbre</p> <ul style="list-style-type: none"> Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. 	<p>Timbre</p> <ul style="list-style-type: none"> Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music. 	<p>Timbre</p> <ul style="list-style-type: none"> Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music. Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music.
TEXTURE	<p>Texture</p> <ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or more than one strand. 	<p>Texture</p> <ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or 	<p>Texture</p> <ul style="list-style-type: none"> Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. Recognise changes in texture. 	<p>Texture</p> <ul style="list-style-type: none"> Recognise changes in texture and how this was created. Identify varying strands / layers 	<p>Texture</p> <ul style="list-style-type: none"> Understand how the texture might vary in a song. 	<p>Texture</p> <ul style="list-style-type: none"> Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g. 'London's Burning'</i>)

		more than one strand.	<ul style="list-style-type: none"> Identify the melodic line in a texture. 	within the music.		<p>works.</p> <ul style="list-style-type: none"> Identify the various and varying textures in a round. Understand how the texture might vary in a song.
STRUCTURE	<p>Structure</p> <ul style="list-style-type: none"> Recognise that the sections of a piece of music sound the same or different. 	<p>Structure</p> <ul style="list-style-type: none"> Recognise that the sections of a piece of music sound the same or different. 	<p>Structure</p> <ul style="list-style-type: none"> Differentiate between the contrasting sections of a song. Recognise the difference between the verse and refrain of a song. 	Structure	<p>Structure</p> <ul style="list-style-type: none"> Identify binary and ternary form from notational devices. Identify binary and ternary form when listening. Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc.) form. 	<p>Structure</p> <ul style="list-style-type: none"> Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form. Identify binary and ternary form when listening.