

Progression in Inter-Related Dimensions of Music

Year	Dynamics	Tempo	Pitch	Timbre	Duration	Texture	Structure
R	Play loud and soft sound	Move appropriately to music at different speeds, e.g. running, crawling...	Sing and recognise high and low pitch	Know that sounds are made in different ways	Move to rhythms e.g. marching, skipping, running	Sing in unison	Sing songs with a verse/chorus structure
1	Play sounds that get louder and softer	Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower	Read and write simple graphic representations of rising / falling pitch	Choose sounds to match pictures, stories, emotions etc.	Clap or sing back rhythms Play rhythm games	Sing in rounds Play untuned percussion in unison (pairs or group)	Listen to songs with a verse/chorus structure and distinguish between the two
2	Listen to and identify loud and soft dynamics (including getting louder/softer)	Describe music as fast or slow	Compare high and low pitch in different music	Choose sounds to match pictures, stories, emotions etc., explaining reasons for choice	Play rhythms on untuned (and tuned) percussion Play rhythm games		Recognise repetition
3	Describe changes in dynamics	Compare music using the terms 'faster' and 'slower'	Read and write notes middle C to E progressing to C to G	Recognise the sounds of individual instruments (solo)	Read crotchets, quavers, minims and crotchet rests	Sing and play untuned percussion at the same time (i.e. by keeping a simple pulse on a drum/claves etc.)	Compose simple sequences using a given form, e.g. verse / chorus A B A A A B B
4	Use the musical vocabulary <i>forte, piano</i> – identify and play	Describe changes in tempo	Read and write notes middle C to B	Recognise the sounds of individual instruments (solo) Recognise families of instruments (visually and aurally), e.g. string, woodwind...	Read and write crotchets, quavers, minims and crotchet rests	Sing in parts Play tuned instruments in unison	
5	Use the musical vocabulary <i>forte, piano, crescendo, diminuendo</i> – identify and play	Introduce musical vocabulary, e.g. <i>lento, allegro</i>	Read and write notes middle C to top F	Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound		As part of an ensemble, play tuned and untuned percussion in two parts (i.e. rhythm and melody)	Recognise a range of different structures and describe them using letters, e.g. A B A A B A C A ...
6	Understand and identify <i>pp, p, mp, mf, f, ff, cresc. and dim.</i>	Develop musical vocabulary, e.g. <i>andante, presto</i>			Read and write crotchets, quavers, minims, semibreves and 1, 2 and 4-beat rests	As part of an ensemble, play tuned and untuned percussion in three parts (i.e. rhythm, melody and harmony OR a 3-part round)	Experiment with and choose a suitable structure for own composition; explain reasoning