



Progression of Interrelated Dimensions of Music (Concepts)

	Dynamics	Tempo	Pitch	Duration	Timbre	Texture	Structure
EYFS	To understand that instruments can be played loudly or softly.	To move appropriately to music at different speeds.	To sing in different pitches.	To move to different rhythms.	To know that sounds are made in different ways.	To know that music often has more than one instrument playing at a time.	To sing simple rhymes and songs with a simple structure.
Year One	To know that dynamics means how loud or soft a sound is. To recognise differences in dynamics.	To feel if the tempo is fast or slow by responding to the pulse. To know that the 'pulse' is the steady beat that goes through music.	Recognise pitch as high or low using melodies that move mainly by step and include small intervals.	Recognise duration as being long or short. Copy back simple rhythmic patterns and create a simple ostinato.	Choose sounds to match a character or mood.	To know that music has layers called 'texture'.	To sing songs with an echo and call and response structure.
Year Two	To know that dynamics can change the effect a sound has on the audience.	Describe music as fast or slow.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. Use a limited pitch range when singing.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm	Experiment with different timbres to create effects. Begin to recognise the sounds of different instruments with an understanding of how sounds are produced.	To know that music has layers called 'texture'. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To sing songs with a verse and chorus structure and a call and response structure.

Year Three	To know that the word 'crescendo' means a sound getting gradually louder.	Compare music using the terms faster and slower.	<p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To understand how changes in pitch can be shown on a graphic score.</p>	<p>To start to understand simple rhythmic notation including crochet, quaver, minim and semibreve.</p> <p>Make four-bar rhythms.</p> <p>Recognise different metres.</p>	Recognise and describe sounds on different instruments.	Understand how more than one sound can play at a time to create texture.	To sing songs with a call and response structure.
Year Four	To know the words forte and piano.	Describe changes in tempo.	<p>To add pitch names to rhythmic notation.</p> <p>To begin to show an awareness of how changes in pitch can be shown on a stave.</p>	<p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>Recognise different metres. (e.g. 2,3 or 4 time)</p>	<p>Recognise and describe sounds on different instruments both individually and in groups.</p> <p>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p>	<p>Maintain a third part on an instrumental piece showing an understanding of texture.</p> <p>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p>	Recognise simple structures in music: binary, ternary, verse-chorus.