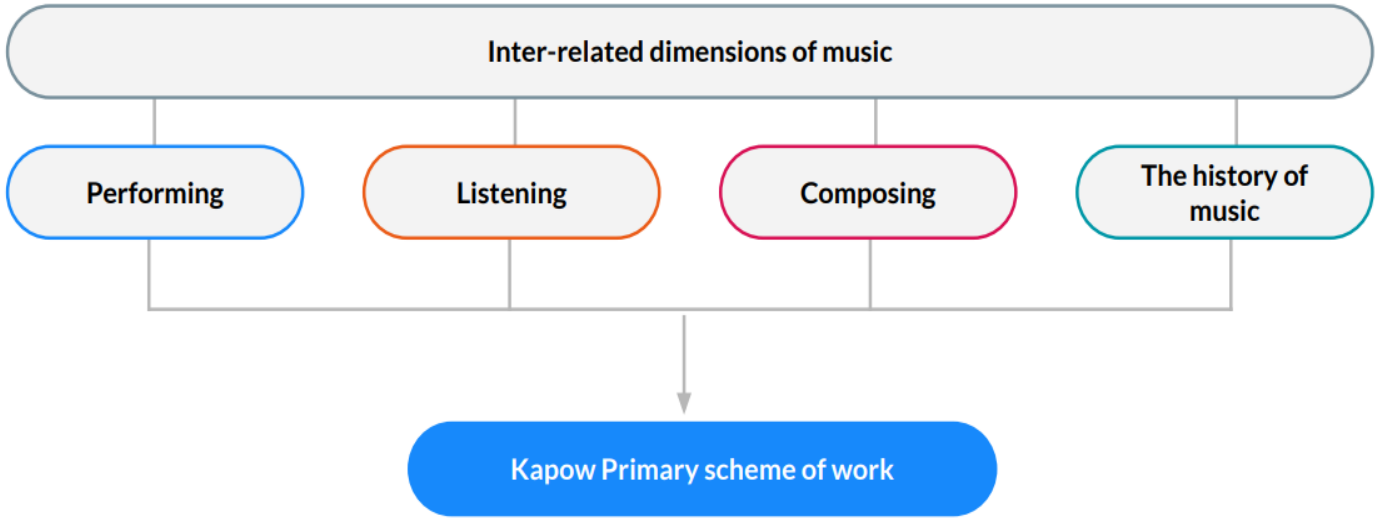
St. Joseph's History Whole School Progression Document Rec-Y6

How Is Our Music Curriculum Organised?

How is the Music scheme of work organised?

Disciplinary Knowledge -
Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances.



Inter-related dimensions of music

Substantive Knowledge -
Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music.

The inter-related dimensions of music are:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation

NATIONAL CURRICULUM – PROGRAMMES OF STUDY

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning
*Music and movement	P L DoM	**Personal, Social and Emotional Development** -Think about the perspectives of others.	**Expressive Arts and Design** -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical stories	P C L DoM	**Communication and Language** -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning
*Transport	P L	**Communication and Language** -Understand how to listen carefully and why listening is important. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	**Expressive Arts and Design** -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Create collaboratively, sharing ideas, resources and skills. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
*Big band	P C DoM	**Communication and Language** -Learn rhymes, poems and songs.	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 1					
		*Pulse and rhythm	Tempo (Snail and mouse)	*Timbre and rhythmic pattern	*Pitch and tempo	Vocal and body sounds	*Musical vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	P DoM	✔	✔	✔	✔	✔	
Play tuned and untuned instruments musically	P DoM	✔	✔	✔	✔	✔	✔
Listen with concentration and understanding to a range of high-quality live and recorded music	L DoM	✔	✔	✔	✔	✔	✔
Experiment with, create, select and combine sounds using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		*Musical me	*West African call and response song	On this island: British songs and sounds	*Orchestral instruments	*Myths and legends	Dynamics, timbre, tempo and motifs
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	P DoM	✔	✔	✔			
Play tuned and untuned instruments musically	P DoM	✔	✔	✔	✔	✔	✔
Listen with concentration and understanding to a range of high-quality live and recorded music	L DoM	✔	✔	✔	✔	✔	✔
Experiment with, create, select and combine sounds using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 3					
		*Ballads	Creating compositions in response to animation	*Developing singing technique and keeping in time	*Pentatonic melodies and composition	Jazz	*Traditional instruments and improvisation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM			✔	✔	✔	✔
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM		✔			✔	✔

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 4					
		*Body and tuned percussion	Rock and roll	*Changes in pitch, dynamics and tempo	Haiku, music and performance	*Samba and carnival sounds and instruments	*Adapting and transposing motifs
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM		✔	✔			✔
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM		✔			✔	

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		*Composition notation	*Blues	*South and West Africa	*Composition to represent the festival of colour	Looping and remixing	Musical theatre
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM	✔	✔	✔		✔	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM		✔	✔			✔

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 2 - **Instrumental scheme**					
		*South Africa	*Caribbean	South America	Indonesia	India	America
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✔	✔	✔	✔	✔	✔
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✔	✔	✔	✔	✔	✔
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✔	✔	✔	✔	✔	✔
Use and understand staff and other musical notations	P C DoM	✔	✔	✔	✔	✔	✔
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✔	✔	✔	✔	✔	✔
Develop an understanding of the history of music	HoM DoM	✔	✔	✔	✔	✔	✔

Music Long Term Plan

Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Pulse and Rhythm (Theme: All About Me) 1	Celebration Music EYFS	Musical Movement EYFS	Timbre and Rhythmic Patterns (Theme: Fairy tales) 1	Pitch and Tempo (Theme: Superheroes) 1	Big Band EYFS
2	West African Call and Response (Theme: Animals) 2	Orchestral Instruments (Theme: Traditional Stories) 2	Developing Singing Techniques (Theme: The Vikings) 3	Pentatonic melodies and composition (Theme: Chinese New Year) 3	On this Island: British songs and sounds 2	Traditional Instruments and improvisation (Theme: India) 3
3	Composition notation (Theme: Ancient Egypt) 5	Rock and Roll 4	Changes in pitch, tempo and dynamics (Theme: Rivers) 4	Composition to represent the festival of colour (Theme: Holi Festival) 5	Samba and carnival sounds and instruments 4	Musical Theatre 5
4	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of WW2	Film Music	Theme and Variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers song

Year B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Exploring Sound EYFS	Tempo (Theme: Snail and Mouse) 1	Musical Vocabulary (Theme: Under the Sea) 1	Musical Stories EYFS	Transport EYFS	Vocal and body sounds (Theme: By the sea) 1
2	Ballads 3	Creating compositions in response to an animation (Theme: Mountains) 3	Musical Me 2	Dynamics, timbre, tempo and motifs (Theme: Space) 2	Jazz 3	Myths and Legends 2
3	Body and tuned percussion (Theme: rainforests) 4	Blues 5	South and West Africa 5	Haiku music and performance (Theme: Hanami) 4	Looping and mixing 5	Adapting and transposing motifs (Theme: The Romans) 4
4	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of WW2	Film Music	Theme and Variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers song

Progression of skills – Vertical Links

Listening

Disciplinary Knowledge

EYFS	Year 1	Year 2
*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. *Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. *Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.	Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.	*Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills – Vertical Links

Listening

Year 3	Year 4	Year 5	Year 6
*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. *Recognising, naming and explaining the effect of the interrelated dimensions of music. *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills – Vertical Links

Composing

EYFS	Year 1	Year 2
Playing untuned percussion 'in time' with a piece of music.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
Selecting classroom objects to use as instruments.	Combining instrumental and vocal sounds within a given structure.	*Successfully combining and layering several instrumental and vocal patterns within a given structure.
Experimenting with body percussion and vocal sounds to respond to music.	Creating simple melodies using a few notes.	Creating simple melodies from five or more notes.
Selecting appropriate instruments to represent action and mood.	*Choosing dynamics, tempo and timbre for a piece of music.	*Choosing appropriate dynamics, tempo and timbre for a piece of music.
Experimenting with playing instruments in different ways.	Creating a simple graphic score to represent a composition.	Using letter name and graphic notation to represent the details of their composition.
	Beginning to make improvements to their work as suggested by the teacher.	Beginning to suggest improvements to their own work.

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills – Vertical Links

Composing

Year 3	Year 4	Year 5	Year 6
Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Improvising coherently and creatively within a given style, incorporating given features.
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Beginning to improvise musically within a given style.	Improvising coherently within a given style.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
*Suggesting and implementing improvements to their own work, using musical vocabulary.	*Creating a piece of music with at least four different layers and a clear structure.	Using staff notation to record rhythms and melodies.	*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.	*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Recording own composition using appropriate forms of notation and/or technology and incorporating.
	*Suggesting improvements to others' work, using musical vocabulary.	Suggesting and demonstrating improvements to own and others' work.	*Constructively critique their own and others' work, using musical vocabulary.

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills – Vertical Links

Performing

EYFS	Year 1	Year 2
Using their voices to join in with well-known songs from memory.	Using their voices expressively to speak and chant.	*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
Remembering and maintaining their role within a group performance.	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy.
Moving to music with instruction to perform actions.	Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
Participating in performances to a small audience.	Copying back short rhythmic and melodic phrases on percussion instruments.	*Performing expressively using dynamics and timbre to alter sounds as appropriate.
Stopping and starting playing at the right time.	*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
	Performing from graphic notation.	

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills – Vertical Links

Performing

Year 3	Year 4	Year 5	Year 6
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Performing with accuracy and fluency from graphic and simple staff notation.	Performing a solo or taking a leadership role within a performance.
	Playing syncopated rhythms with accuracy, control and fluency.	Playing a simple chord progression with accuracy and fluency.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.
			Performing by following a conductor's cues and directions.

*Also form part of the 'Inter-related dimensions of music' strand.

Year 3	Year 4	Year 5	Year 6
Understanding that music from different times has different features. *(Also part of the Listening strand)*	*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. *(Also part of the Listening strand)*	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. *(Also part of the Listening strand)*	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. *(Also part of the Listening strand)*

*Also form part of the 'Inter-related dimensions of music' strand.

Substantive Knowledge

Vertical Links	EYFS	Year 1	Year 2
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	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.
Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	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.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that the pulse of music can change. To know that my voice, body and instruments can show fast and slow beats.

Vertical Links	EYFS	Year 1	Year 2
Timbre	To know that different instruments can sound like a particular character. To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
Texture	To know that music often has more than one instrument being played at a time.	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.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.

Vertical Links	Year 3	Year 4	Year 5	Year 6
Pitch	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.
Dynamics	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.
Tempo	N/A	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Progression of knowledge

The inter-related dimensions of music

	Year 3	Year 4	Year 5	Year 6
Timbre	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
Structure	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know	what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.