



Dimensions of Music Progression



Strand	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
INTERRELATED DIMENSIONS (ELEMENTS) OF MUSIC			
Pitch Singing and performing on instruments	Recognise where music is getting higher of lower. Identify high, medium and low.	Recognise where melodies move in steps and leaps to create melodic patterns. Play or sing a simple scale.	Identify a major or minor feel to songs. Recognise and repeat melodic motifs. Recognise and perform harmony parts.
Duration Pulse and rhythm	Maintain a steady pulse. Recognise long and short sounds. Identify silence in music. Play/clap simple repeated rhythms. Clap/play a rhythm over the top of a steady beat. Internalise rhythm patterns.	Remember and play longer repeated rhythms by ear and from notation. Put groups of beats together and know that they are organised into 2, 3 and 4 (metre). Put two rhythms together at the same time.	Hear and play syncopated (jazzy) rhythms. Put several rhythms together at the same time.
Dynamics Volume	Identify loud and quiet music. Identify when music gets louder/quieter and instant changes in dynamics.	Identify and use gradual changes in dynamics (crescendo/diminuendo). Use and recognise the main musical terms for dynamics (very loud (ff), loud (f), quiet (p), very quiet (pp)).	Use a full range of dynamics in compositions and performances and begin to use them in notation. Use a full range of dynamics in compositions, using them correctly in notation.
Tempo Speed	Identify fast and slow, playing at different speeds. Keep a steady beat (pulse) at fast or slow tempi.	Identify music that is slower than/faster than. Change the tempo in pieces when playing or singing.	Perform accurately at a full range of tempi. Perform accurately at a full range of tempi including changes during a piece.
Timbre Quality of sound	Recognise the different sounds in instruments. Sort sound qualities eg metal, wood. Recognise instrumental sounds.	Recognise instrumental sounds including orchestral instruments. Group instruments into sounds and families eg brass, woodwind, string.	Identify instruments used for different musical styles. Use particular sounds for an effect. Manipulate sounds for an effect using ICT.
Structure Sections	Recognise repeated patterns. Identify the beginning, middle and end of a piece of music. Use echo or call and response.	Identify a verse and chorus in a song. Sequence parts of music. Perform a round, paying attention as to when a part starts and a section that is next. Recognise an ABA structure.	Recognise Rondo (ABACADA) and explore this during own compositions. Sequence sections of music in songs, noticing repeats.
Texture Layers	Hear and identify layers of sounds. Identify foreground and background sounds.	Hear the tune and accompaniment in a piece of music. Identify a repeating rhythm ostinato. Recognise how a round can cause different textures (beginning, middle, end). Recognise a solo and groups of instruments/voices. Recognise a solo, playing in unison, duet, trio or ensemble. Identify a repeating pitch ostinato.	Hear and contribute to part music and singing. Vary the texture in own compositions, thinking about chords and parts.

<p>Vocabulary</p>	<p>EYFS Chant Fast Follow High Instrument Low, Loud, Quiet (use instead of 'soft') Repeat Rhythm, Sing, Slow, Song Sounds Year 1 Beat, beater, cymbal, drum, high (sound), listen Loud, low (sound), perform, quiet, shaker steady beat, tambourine, tempo, triangle, tune voice Year 2 Accompany, body percussion, chime bar, chord Claves, compose, duration, ostinato, percussion, phrase, pitch</p>	<p>Year 3 names of orchestral instruments, accompaniment call and response, castanets, composer conductor, drone, duet, duration, dynamics glockenspiel, lyrics, melodic phrase, melody orchestra, orchestration, ostinato, round, scale stepwise movement, structure, theme, unison woodblock, xylophone Year 4 Harmony, improvise, leaping (large interval between two notes) pulse, recorder score, tuned percussion, untuned percussion, volume</p>	<p>Year 5 Accent Bass, notation, texture, timbre Year 6 Diction, interval, syncopation</p>
<p>Composers. Music type</p>			

Class 1 Music Plan 20-21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook/ Outcome	<i>Exploring sounds</i>	<i>Exploring sounds</i>	<i>Exploring pulse and rhythm</i>	<i>Exploring pulse and rhythm</i>	<i>Exploring timbre, tempo and dynamics</i>	<i>Exploring timbre, tempo and dynamics</i>
Key Skills specific to this unit.	<p><u>SINGING:</u> -Find singing voice and sing melodies accurately at own pitch. -Sing with awareness of pulse and rhythm (keeping in time). -Sing expressively (using loud and quiet, getting louder/quieter). -Rehearse a song and perform it to others.</p> <p><u>PLAYING:</u> -Explore sounds and how they can be changed through play. -Handle instruments with control, learning some of the names of them. -Accompany rhymes or songs with a pulse, or simple rhythmic or melodic accompaniment.</p>	<p><u>IMPROVISING AND COMPOSING:</u> -Explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds. -Identify and name common classroom instruments when choosing which to play. -Repeat short, rhythmic and melodic patterns.</p> <p><u>LISTENING:</u> -Recall short songs.</p>	<p><u>SINGING:</u> -Find singing voice and sing melodies accurately at own pitch. -Sing with awareness of pulse and rhythm (keeping in time). -Sing expressively (using loud and quiet, getting louder/quieter). -Rehearse a song and perform it to others.</p> <p><u>PLAYING:</u> -Handle instruments with control, learning some of the names of them. -Accompany rhymes or songs with a pulse, or simple rhythmic or melodic accompaniment.</p>	<p><u>IMPROVISING AND COMPOSING:</u> -Identify and name common classroom instruments when choosing which to play. -Repeat short, rhythmic and melodic patterns.</p> <p><u>LISTENING:</u> -Identify the pulse in a range of music at various tempi and join in. -Recall short songs. -Respond to moods in music (through talking and movement).</p>	<p><u>SINGING:</u> -Find singing voice and sing melodies accurately at own pitch. -Sing with awareness of pulse and rhythm (keeping in time). -Sing expressively (using loud and quiet, getting louder/quieter). -Rehearse a song and perform it to others.</p> <p><u>PLAYING:</u> -Explore sounds and how they can be changed through play. -Handle instruments with control, learning some of the names of them. -Accompany rhymes or songs with a pulse, or simple rhythmic or melodic accompaniment.</p>	<p><u>IMPROVISING AND COMPOSING:</u> -Explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds. -Identify and name common classroom instruments when choosing which to play. -Repeat short, rhythmic and melodic patterns.</p> <p><u>LISTENING:</u> -Identify the pulse in a range of music at various tempi and join in. -Recall short songs. -Respond to moods in music (through talking and movement).</p>

Class 2 Music Plan 20-21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook/ Outcome	Playground games and chants Drumming	Playground games and chants Drumming	War music Marching songs and chants Jumbie Jams	War music Marching songs and chants Jumbie Jams	Ukulele Whole school performance	Ukulele Whole school performance
Key Skills specific to this unit.	<p><u>SINGING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Sing in tune within a limited pitch range and perform with a good sense of rhythm. -Follow pitch movements with hands to show shape of melody or high, medium and low. -Start to blend voice showing awareness of other singers. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - Sing in tune with confidence, expression and control using a wider vocal range. -Maintain an appropriate pulse. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - Perform expressively with awareness of other parts and interrelated dimensions (e.g. dynamics, tempo). -Develop and perform class arrangements of songs. <p><u>PLAYING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Perform and create rhythms to a given pulse. -Join in and stop as appropriate. -Perform following a conductor, taking note of musical direction (e.g. dynamics, tempo). <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Follow and lead simple performance directions, demonstrating understanding of these through playing. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Perform expressively with awareness of other parts and interrelated dimensions (e.g. dynamics, tempo). 	<p><u>IMPROVISING AND COMPOSING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Create and choose sounds to create an effect. -Improvise melodic and rhythmic ideas. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - Improvise melodic and rhythmic accompaniments to songs. <p><u>NOTATION:</u></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Show shape of melody with hands when singing or performing. -Plan and explore sounds using symbols. <p><u>LISTENING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Identify repeated patterns/ rhythms in music heard. -Respond physically to well defined changes in pitch/tempo/dynamics. -Identify some instrument sounds. -Listen back to recordings of own work and begin to suggest strengths and improvement areas. <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Internalise sounds by singing parts of songs ‘in own head’. -Understand how sound is created on instruments heard. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Recall longer rhythms or melodies in call and response type activities. -Value all styles of music from all cultures, comparing and contrasting. 	<p><u>SINGING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Sing in tune within a limited pitch range and perform with a good sense of rhythm. -Follow pitch movements with hands to show shape of melody or high, medium and low. -Start to blend voice showing awareness of other singers. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - Sing in tune with confidence, expression and control using a wider vocal range. -Maintain an appropriate pulse. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - Perform expressively with awareness of other parts and interrelated dimensions (e.g. dynamics, tempo). - Develop and perform class arrangements of songs. <p><u>PLAYING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Perform and create rhythms to a given pulse. -Join in and stop as appropriate. -Perform following a conductor, taking note of musical direction (e.g. dynamics, tempo). <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Follow and lead simple performance directions, demonstrating understanding of these through playing. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Perform expressively with awareness of other parts and interrelated dimensions (e.g. dynamics, tempo). 	<p><u>IMPROVISING AND COMPOSING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Create and choose sounds to create an effect. -Improvise melodic and rhythmic ideas. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - Improvise melodic and rhythmic accompaniments to songs. -Compose music with a partner with a focus on a musical dimension. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Work out simple melodic phrases by ear. - Compose music with a partner or in a small group with a focus on a musical dimension. -Make improvements to own compositions. <p><u>NOTATION:</u></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Show shape of melody with hands when singing or performing. -Follow pitch shape on a graphic score. -Plan and explore sounds using symbols. -Plot compositions on a graphic score. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Read staff notation for crotchet, minim, semibreve, quavers and for pitched notes appropriate to first access experience. <p><u>LISTENING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Identify repeated patterns/ rhythms in music heard. 	<p><u>SINGING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Sing in tune within a limited pitch range and perform with a good sense of rhythm. -Follow pitch movements with hands to show shape of melody or high, medium and low. -Start to blend voice showing awareness of other singers. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - Sing in tune with confidence, expression and control using a wider vocal range. -Maintain an appropriate pulse. <p><u>Year 4</u></p> <ul style="list-style-type: none"> - Perform expressively with awareness of other parts and interrelated dimensions (e.g. dynamics, tempo). -Develop and perform class arrangements of songs. <p><u>PLAYING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Perform and create rhythms to a given pulse. -Join in and stop as appropriate. -Perform following a conductor, taking note of musical direction (e.g. dynamics, tempo). <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Follow and lead simple performance directions, demonstrating understanding of these through playing. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Perform expressively with awareness of other parts and interrelated dimensions (e.g. dynamics, tempo). 	<p><u>IMPROVISING AND COMPOSING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Create and choose sounds to create an effect. -Improvise melodic and rhythmic ideas. <p><u>Year 3</u></p> <ul style="list-style-type: none"> - Improvise melodic and rhythmic accompaniments to songs. -Compose music with a partner with a focus on a musical dimension. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Work out simple melodic phrases by ear. - Compose music with a partner or in a small group with a focus on a musical dimension. -Make improvements to own compositions. <p><u>NOTATION:</u></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> -Show shape of melody with hands when singing or performing. -Follow pitch shape on a graphic score. -Plan and explore sounds using symbols. -Plot compositions on a graphic score. <p><u>Year 4</u></p> <ul style="list-style-type: none"> -Read staff notation for crotchet, minim, semibreve, quavers and for pitched notes appropriate to first access experience. <p><u>LISTENING:</u></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Identify some instrument sounds. -Listen back to recordings of own

	<p>-Develop and perform class arrangements of pieces.</p>		<p>-Develop and perform class arrangements of pieces.</p>	<p>-Respond physically to well defined changes in pitch/tempo/dynamics. -Identify some instrument sounds. -Listen back to recordings of own work and begin to suggest strengths and improvement areas.</p> <p><u>Year 3</u> - Recognise the structure of different pieces of music, responding through physical movement. -Understand how sound is created on instruments heard.</p> <p><u>Year 4</u> -Recall longer rhythms or melodies in call and response type activities. - Recognise instruments from particular families when played in ensemble. -Value all styles of music from all cultures, comparing and contrasting.</p>	<p>-Develop and perform class arrangements of pieces.</p>	<p>work and begin to suggest strengths and improvement areas.</p> <p><u>Year 3</u> -Internalise sounds by singing parts of songs 'in own head'. - Recognise the structure of different pieces of music, responding through physical movement. -Understand how sound is created on instruments heard.</p> <p><u>Year 4</u> -Recall longer rhythms or melodies in call and response type activities. - Recognise instruments from particular families when played in ensemble. -Value all styles of music from all cultures, comparing and contrasting.</p>
<p>Skills to be taught throughout year</p>	<p><u>HISTORY OF MUSIC:</u></p> <p><u>Year 3</u> Understand that there are different styles of music due to changes over time.</p> <p><u>Year 4</u> Understand the role of music through history and how it has changed over time.</p>					

Class 3 Music Plan 20-21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook/ Outcome	Keyboards Pitched instruments	Keyboards Pitched instruments	Drumming	Drumming	Violins Whole school performance	Violins Whole school performance
Key Skills specific to this unit.	<p><u>SINGING:</u> <u>Year 5</u> - Maintain own part in rounds or part songs with an awareness of how different parts fit together to achieve the intended effect. -Sing more melodically complex songs with increasing control of breathing, posture and sound projection.</p> <p><u>Year 6</u> - Develop and perform group arrangements of songs. -Maintain an independent part in a group performance accurately.</p> <p><u>PLAYING:</u> <u>Year 5</u> -Maintain own part in a performance with an awareness of how different parts fit together to achieve the intended effect.</p> <p><u>Year 6</u> -Develop and perform group arrangements of pieces. -Maintain an independent part in a group performance accurately.</p>	<p><u>IMPROVISING AND COMPOSING:</u> <u>Year 5</u> -Explore, select and combine a range of different sounds to compose a soundscape. -Compose music with a partner or in a group with a focus on combining musical dimensions and know how to make improvements.</p> <p><u>Year 6</u> Use ICT to change and manipulate sounds to contribute to compositions.</p> <p><u>LISTENING:</u> <u>Year 5</u> -Identify moods in music and how musical dimensions contribute to this.</p> <p><u>Year 6</u> -Listen to longer pieces of music, maintain concentration and pick out appropriate musical dimensions. -Identify clear musical features in the work of great composers and musicians from a range of styles, periods and cultures. -Critique own and others' work, offering specific comments and justifying these.</p>	<p><u>SINGING:</u> <u>Year 5</u> - Maintain own part in rounds or part songs with an awareness of how different parts fit together to achieve the intended effect. -Sing more melodically complex songs with increasing control of breathing, posture and sound projection.</p> <p><u>Year 6</u> - Develop and perform group arrangements of songs. -Maintain an independent part in a group performance accurately.</p> <p><u>PLAYING:</u> <u>Year 5</u> -Maintain own part in a performance with an awareness of how different parts fit together to achieve the intended effect.</p> <p><u>Year 6</u> -Develop and perform group arrangements of pieces. -Maintain an independent part in a group performance accurately.</p>	<p><u>IMPROVISING AND COMPOSING:</u> <u>Year 5</u> -Explore, select and combine a range of different sounds to compose a soundscape. -Compose music with a partner or in a group with a focus on combining musical dimensions and know how to make improvements.</p> <p><u>NOTATION:</u> <u>Year 5</u> - Use staff notation to record parts of own composition.</p> <p><u>Year 6</u> -Sing and perform using staff notation as a support including dynamic markings.</p> <p><u>LISTENING:</u> <u>Year 5</u> -Identify moods in music and how musical dimensions contribute to this. - Recognise styles from other countries and cultures, comparing and contrasting use of the music dimensions and challenging stereotypes. -Show an understanding of the above in own arrangements and composition.</p> <p><u>Year 6</u> -Listen to longer pieces of music, maintain concentration and pick out appropriate musical dimensions. -Identify clear musical features in the work of great composers and musicians from a range of styles,</p>	<p><u>SINGING:</u> <u>Year 5</u> - Maintain own part in rounds or part songs with an awareness of how different parts fit together to achieve the intended effect. -Sing more melodically complex songs with increasing control of breathing, posture and sound projection.</p> <p><u>Year 6</u> - Develop and perform group arrangements of songs. -Maintain an independent part in a group performance accurately.</p> <p><u>PLAYING:</u> <u>Year 5</u> -Maintain own part in a performance with an awareness of how different parts fit together to achieve the intended effect.</p> <p><u>Year 6</u> -Develop and perform group arrangements of pieces. -Maintain an independent part in a group performance accurately.</p>	<p><u>IMPROVISING AND COMPOSING:</u> <u>Year 5</u> -Compose music with a partner or in a group with a focus on combining musical dimensions and know how to make improvements.</p> <p><u>Year 6</u> -Compose a short song to own lyrics showing how music and lyrics combine to form a song.</p> <p><u>NOTATION:</u> <u>Year 5</u> - Use staff notation to record parts of own composition.</p> <p><u>Year 6</u> -Sing and perform using staff notation as a support including dynamic markings.</p> <p><u>LISTENING:</u> <u>Year 5</u> -Identify moods in music and how musical dimensions contribute to this. - Recognise styles from other countries and cultures, comparing and contrasting use of the music dimensions and challenging stereotypes. -Show an understanding of the above in own arrangements and composition.</p> <p><u>Year 6</u> -Listen to longer pieces of music, maintain concentration and pick out appropriate musical dimensions. -Identify clear musical features in the work of great composers and musicians from a range of styles, periods and cultures.</p>

				periods and cultures. -Critique own and others' work, offering specific comments and justifying these.		-Critique own and others' work, offering specific comments and justifying these.
Skills to be taught throughout year	<p><u>HISTORY OF MUSIC:</u></p> <p><u>Year 5</u> Identify clear musical features in the work of great composers and musicians.</p> <p><u>Year 6</u> Use knowledge of musical features used by great composers and musicians in own arrangements and compositions.</p>					

	MUSIC: AGE RELATED STATUTORY COVERAGE	
Early Years	Key Stage 1	Key Stage 2
<p>Expressive Arts and Design Exploring and using media and materials 40-60 months</p> <ul style="list-style-type: none"> Begins to build a repertoire of songs Explores the different sounds of instruments <p>ELG Children sing songs, make music.</p> <p>Being Imaginative ELG They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.