

Key areas of development and key Just singing/notation/ Knowledge related to the inter-related dimensions of music							
New concepts related to interrelated dimensions of music	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	respond to high/low pitch loud/quiet dynamics and fast slow tempo	pulse and rhythm.faster slower, higher/lower. Maintain pulse, copy rhythms	timbre, dynamics	performance of rhythm and pitch and revision of previous concepts to discuss music	gradual tempo and dynamic changes, scaled dynamics, rhythmic variation effect on listener	ostinato, multi layered, chords	Representing changes in pitch, dynamics and texture using notation, rhythmic variation, transposition and changes in dynamics, pitch and texture.
Listening to a range of high quality live and recorded music							
Listening appraising and responding	<ul style="list-style-type: none"> Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music AU2 SU1 Expressing their response to different music and lyrics AU2 SP2 SU1 Exploring lyrics by suggesting appropriate actions AU2 SP2 SU1 Exploring the story behind the lyrics or music AU2 SU1 Listening to and following a beat using body percussion and instruments AU2 SP1 SP2 SU2 Considering whether a piece of music has a fast, moderate or slow tempo SP1 SP2 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. AU1 AU2 SP1 SP2 Understanding that different types of sounds are called timbres. SP1, SP2 Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). SP1 SU1 SU2 Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. AU2 SP2 SU1 SU2 Describing the differences between two pieces of music. AU2 SP1 SU 2 Expressing a basic opinion about music (like/dislike) SP2 ALL UNITS 	<p>Recognising timbre changes in music they listen to AU 2 SP1Sp2</p> <ul style="list-style-type: none"> Recognising structural features in music they listen to. AU 1 SP1 Sp2 SU1 SU2 Listening to and recognising instrumentation AU2 .Sp2 Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps AU2 .Sp2 Identifying melodies that move in steps AU1. 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). AU1 AU2 SP1Sp2 SU1 SU2 Understanding that music from different parts of the world, and different times, have different features. AU1 AU2 SP1Sp2 SU1 SU2 Recognising and explaining the changes within a piece of music using musical vocabulary. AU1 AU2 SP1Sp2 SU1 SU2 Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. AU2 SP1Sp2 SU1 SU2 Beginning to show an awareness of metre. AU2 SP1 SU1 Recognising and beginning to discuss changes within a piece of music. AU2 SP1 SU2 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music SU1 . Identifying gradual dynamic and tempo changes within a piece of music SP1 Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). AU2 Spr1 SU1 Identifying common features between different genres, styles and traditions of music AU2 . Spr1 SU1 Recognising, naming and explaining the effect of the interrelated dimensions of music. AU1 Spr1 SP2 SU1 Identifying scaled dynamics (crescendo/decresc endo) within a piece of music. Spr1 Using musical vocabulary to discuss the purpose of a piece of music AU1 AU2 Spr1 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). AU2 SP1SP2 SU1 SU2 Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary AU1. SP2 Comparing, discussing and evaluating music using detailed musical vocabulary AU2.SP2 SU1 SU2 	<ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. AU1 AU2 Sp1SP2 SU1 SU2 Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). AU2 Sp1SP2 SU1 SU2 Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. AU2 SP2 Identifying the way that features of a song can complement one another to create a coherent overall effect. SP1 Use musical vocabulary correctly when describing and evaluating the features of a piece of music. AU1 AU2 Sp1SP2 SU 2 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Sp1 SP2 SU2
	Listening with attention to detail and recall sounds with increasing aural memory						
	-Listening to sounds and matching to the object or instrument AU2 SP1 -Listening to sounds and identifying high and low pitch SU1	-Listening to and repeating short, simple rhythmic patterns. AU1 SP1 -Listening and responding to other performers by	Listening to and repeating a short, simple melody by ear. AU 1SP1	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. AU2 SP1SP2	-Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. AU1 Spr1SP2	-Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate	-Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. SP1 SP2 SU1 SU2

Kapow long term progression map

	<ul style="list-style-type: none"> -Listening to and repeating a simple rhythm SP2 -Listening to and repeating simple lyrics SU1 -Understanding that different instruments make different sounds and grouping them accordingly SU1 SU2 	<ul style="list-style-type: none"> playing as part of a group AU 2 SP1, .SP2 SU1 	<ul style="list-style-type: none"> -Suggesting improvements to their own and others' work. AU1 SU1 SU2 			<ul style="list-style-type: none"> their own and others' work. Sp1SP2 	
Create sounds and music using the interrelated dimensions of music							
Composing	<ul style="list-style-type: none"> • Playing untuned percussion 'in time' with a piece of music AU2 SP2 SU2 • Selecting classroom objects to use as instruments AU2 • Experimenting with body percussion and vocal sounds to respond to music SP1 SU1 • Selecting appropriate instruments to represent action and mood SP1 • Experimenting with playing instruments in different ways AU2 SP1 SU1 	<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. AU1 SP2 SU1 SU2 • Combining instrumental and vocal sounds within a given structure. AU2.SP2 • Creating simple melodies using a few notes. SP2 SU1 SU2 • Choosing dynamics, tempo and timbre for a piece of music. AU2 SP1 SU1 SU2 • Creating a simple graphic score to represent a composition. SU2 • Beginning to make improvements to their work as suggested. SP2 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. AU1 AU2 SP2 SU2 • Successfully combining and layering several instrumental and vocal patterns within a given structure SU1 SU2. • Creating simple melodies from 5 or more notes. SP1 SP2 • Choosing appropriate dynamics, tempo and timbre for a piece of music. AU1 AU2 SP2 SU1 • Using letter name and graphic notation to represent the details of their composition. AU1 SP1 SP2 SU2 • Beginning to suggest improvements to their own work. AU1 SP1.SP2 SU1 SU2 	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). AU1 AU2 SP1SP2 SU2 • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). AU 2 SP1SP2 • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. AU 2 SP1SP2 • Suggesting and implementing improvements to their own work, using musical vocabulary. AU2 SP1SP2 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments AU1 SP2. SU2 • Beginning to improvise musically within a given style (Blues) AU2. • Developing melodies using rhythmic variation, transposition, inversion, and looping. AU1 SP 1 SP2 • Creating a piece of music with at least four different layers and a clear structure. AU1 Spr1 SU1 • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. AU2 SU2 • Suggesting improvements to others work, using musical vocabulary AU1 AU2 Spr1SP2 	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). AU1 AU2 SP2 • Improvising coherently within a given style. AU2 Sp1 • Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. SU1 • Using staff notation to record rhythms and melodies. AU1 AU2 • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. AU1 AU2 Sp1 SU1 SU2 • Suggesting and demonstrating improvements to own and others' work. Sp1SP2 SU1 SU2 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. AU1 AU2 SP2 • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. AU1 AU2SP2 • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. SU2 • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. AU1 SP2 SU2 • Recording own composition using appropriate forms of notation and/or technology and incorporating. AU1 SP2 SU2 • Constructively critique their own and others' work, using musical vocabulary. AU1 SP2 SU1 SU2
Performing	<ul style="list-style-type: none"> • Using their voices to join in with well-known songs from memory AU2 SU1 • Remembering and maintaining their role within a group performance AU2 SP1 SP2 SU1 SU2 • Moving to music with instruction to perform actions AU2 SP1 SP2 	<ul style="list-style-type: none"> Using their voices expressively to speak and chant. AU1 AU2 .SP2 • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. AU2 • Maintaining the pulse (play on the beat) using hands, and tuned and 	<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). AU1 SP1 SU1 • Singing short songs from memory, with melodic and rhythmic accuracy. AU1 SU1 	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. AU1 • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. AU1 AU2 SP1SP2 • Performing from basic staff notation, incorporating rhythm 	<ul style="list-style-type: none"> • 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. AU2 Spr1 SU2 • Singing and playing in time with peers, with accuracy and awareness of their part in the 	<ul style="list-style-type: none"> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. AU1 Sp1 • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others 	<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Sp1 • 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. AU1 AU2 SP2 SU1 SU2

Kapow long term progression map

<ul style="list-style-type: none"> Participating in performances to a small audience SP2 SU1 SU2 Stopping and starting playing and singing at the right time SP1 SU2 	<ul style="list-style-type: none"> Copying back short rhythmic and melodic phrases singing and on percussion instruments AU1 AU2.SP1 .SP2 Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance including singing AU2 SP1 .SP2 SU1 Performing from graphic notation SU1 SU2 	<ul style="list-style-type: none"> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. AU1 SP1 Performing expressively using dynamics and timbre to alter sounds as appropriate AU1 AU2.SP1SP2 Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. AU1 SP1 	<ul style="list-style-type: none"> and pitch and be able to identify these symbols using musical terminology. AU2 SP1 SU2 	<ul style="list-style-type: none"> group performance. AU1 AU2 Spr1SP2 SU2 Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. AU1 AU2.SP2 SU2 Playing syncopated rhythms with accuracy, control and fluency. AU2 SU1 Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology AU2 SU2 	<ul style="list-style-type: none"> and communicating with the group. AU1 AU2 SP2 SU1 SU2 Performing with accuracy and fluency from graphic and simple staff notation. AU2.SP2 SU2 Playing a simple chord progression with accuracy Sp1 AU2 Playing simple chord sequences (12 bar blues) AU2 Sp1 SU1 	<ul style="list-style-type: none"> Performing a solo (singing or playing) or taking a leadership role within a performance. SP1 Performing with accuracy and fluency from graphic and staff notation and from their own notation including singing AU1Sp1SP2 SU1 Performing by following a conductor's cues and directions AU1 Sp1 SU1
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Knowledge related to the inter-related dimensions of music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum ref	EYFS Framework 2020: Explore a range of sound-makers and instruments and play them in different ways Explore and engage in music making and dance, performing solo or in groups (DM, 2020)	Knowledge related to the inter-related dimensions of music KS1 NC: Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations			
-	<p>Pulse, beat, rhythm and tempo</p> <ul style="list-style-type: none"> Become familiar with the term 'pulse' as a steady beat, e.g. like a heartbeat / ticking clock AU2 SP2 SU1 SU2 Become familiar with the term 'tempo' as the speed of the music SP2 SU1 SU2 <p>Pitch and Dynamics</p> <ul style="list-style-type: none"> DYNAMICS Know that some sounds are louder/quieter than others SP1 SU1 SU2 Respond physically with arm gestures to loud and quiet and know terms loud and quiet in the context of music SU1 SU2 Know that some notes are higher / lower than others (Pitch – although it is not an expectation that children use this word) SP2 SU1 Be able to respond to high and low notes physically SU1 <p>Timbre and Texture</p> <ul style="list-style-type: none"> Begin to develop a vocabulary to describe sounds and playing 	<p>Pulse, beat, rhythm and tempo SP1</p> <ul style="list-style-type: none"> Understand the term 'pulse' as a steady beat, and be able to use it AU1 SP1 Become familiar with the word 'rhythm' as patterns of sounds or notes that fit the pulse. AU1 SP2 Know 'tempo' describes how fast/slow music is SP1 Know and use more subtle variations of tempo, e.g. getting faster/slower SP1 <p>Pitch and Dynamics</p> <ul style="list-style-type: none"> Know pitch is how high or low a note is SP1 SU1 Know dynamics is how loud/quiet music/ notes are AU2 SP1 Differentiate between sound pitches and be able to compare sounds by pitch using simple vocabulary: high/higher/low/lower Respond physically to obvious pitch changes with pitch in the middle as well as high and low Begin to use more subtle 	<p>Pulse, beat, rhythm and tempo</p> <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). SP1SP2 <p>Pitch and Dynamics SP1 Sp 2</p> <ul style="list-style-type: none"> Know that notation can be used to represent pitch Develop a wider vocabulary of dynamics e.g. very loud, loud, moderate/in the middle, quiet, very quiet, getting louder, quieter <p>Timbre and Texture AU2SP1 Sp2</p> <ul style="list-style-type: none"> Understand the term 'texture' as layers of sound played at the same time Know different sounds played together can make different textures 	<p>Pulse, beat, rhythm and tempo</p> <ul style="list-style-type: none"> Understand that the 'natural pulse' can be divided and multiplied Understand and use the terms 'pulse' and 'rhythm', 'tempo', 'ostinato' SP1 <p>Pitch and Dynamics</p> <ul style="list-style-type: none"> Understand that a scale is a ladder of notes in order of pitch SP2 Use the terms 'pitch' and 'scale' in their own descriptions of music SP2 Begin to learn some simple Italian terms for dynamics e.g. Loud (<i>forte</i>), quiet (<i>piano</i>) AU2 Understand a pattern of notes is a melody AU2 <p>Timbre and Texture</p> <ul style="list-style-type: none"> Know textures can be 'thicker' or 'thinner' depending on how many instruments are layered on top of one another e.g. solo is thin. SP1 Know 'timbre' is a word that is used to describe a certain type of sound (e.g. associated with a particular instrument) e.g. the timbre of a flute and piano is very different even when playing the same note. AU2 SP2 	<p>Pulse, beat, rhythm and tempo</p> <ul style="list-style-type: none"> Understand the terms 'beat' (a particular unit of the pulse / can be steady like pulse or silent) and 'rest' interval of silence), 'bar' (a small section of music which contains a specific number of beats) AU2 Understand the importance of musical counting AU2 SU21 Begin to learn some simple Italian terms for tempo and use for desired effects, e.g. <i>largo</i>, <i>allegro</i> AU 2 <p>Pitch and Dynamics</p> <ul style="list-style-type: none"> Understand 'happy' and 'sad' sounding music as major and minor tonality Sp1 Know note names as letter names and pitch order of some notes learned Learn additional Italian terms for dynamics and use for desired effects, Getting louder (<i>crescendo</i>), getting quieter (<i>decrescendo</i>); Sp1 Understand a pattern of notes repeated is an ostinato <p>Timbre and Texture</p>	<p>Pulse, beat, rhythm and tempo</p> <ul style="list-style-type: none"> Know a 'groove' is a sense of musical swing by created by repeating two or more musical patterns that fit together e.g. often in samba music AU2 Understand the concept of 'meter' Sp1 ' (how musical beats are grouped or measured e.g. 2s or 4s,) emphasizing beats and 'bar' Sp1 Beat simple time and use term 'downbeat' (the first beat of the bar) Sp1 Use the term <i>Andante</i> (play at moderate speed) SP1 <p>Pitch and Dynamics</p> <ul style="list-style-type: none"> Know there is a whole 'family' of notes which share the same name but in different octaves AU2 Know a chord is when two or more different notes work together (including major and minor chords) AU2 Sp1 Learn a wider range of Italian terms for dynamics, e.g., <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet) and how they are written as mp and mf, SP2 Use term 'diminuendo' (gradually louder or sifter), and experiment making changes to create desired effects SP2 	<p>Pulse, beat, rhythm and tempo</p> <ul style="list-style-type: none"> Know the terms simple and compound time SU1 Know syncopation is when a a rhythm pattern in which sounds or notes do not always fit in with the beats of the natural pulse. AU1 Learn a wider range of Italian terms for tempo, e.g. <i>accelerando</i>, <i>rallentando</i> <i>presto</i>, <i>adagio</i> SP2 <p>Pitch and Dynamics</p> <ul style="list-style-type: none"> See application of taught knowledge through playing, composing and listening <p>Timbre and Texture</p> <ul style="list-style-type: none"> Learn a wider range of Italian terms for dynamics, e.g. <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), Sp1SP2 See application of taught knowledge through playing, composing and listening

Kapow long term progression map

	<p>methods e.g. shake, clang, tap SP1 SU1 SU2</p>	<p>variations of dynamics, e.g. getting louder/quieter (use hairpin arms to show graduation) AU2</p> <p>Timbre and Texture</p> <ul style="list-style-type: none"> - Know that texture/timbre can be created by playing 2 or more instruments together AU2 SP1 			<ul style="list-style-type: none"> - Understand and use the terms for duet, melody and accompaniment - Understand the structure of layers as texture SP1 SU2 - Know the names of orchestral instruments in groups SP1 	<p>Timbre and Texture</p> <p>Know the family of instruments and how they match the style and purpose of the music AU 2</p> <p>Know how chords can change to accompany a piece AU2</p> <p>-Be introduced to the term 'Ternary form', as verse and chorus form, music with multiple sections SU 2</p>	
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