

Interrelated Dimensions of Music Progression in Primary Music

Pulse – the regular and steady beat: the heartbeat of the music

Rhythm – the pattern of long and short sounds over a steady pulse or beat: in songs, rhythms are dictated by the amount of syllables

Pitch – how high or low a note is

Dynamics – how loud or quiet a piece of music is

Tempo – the speed or pace of the music

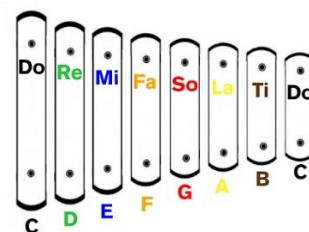
Timbre – the distinctive quality or character of a musical sound or voice

Texture – the overall effect of how melody, harmony and rhythm are combined in a piece of music

Structure – how a piece of music is organised

EYFS (Introduce & Experience)

- introduce and experience pulse through simple steady beats and through clapping and movement games
- copy simple short one bar repeated rhythmic patterns
- introduce the concept of pitch through speaking chants, singing familiar and new songs
- teach songs with simple step progression of pitch over a small range of notes
- begin to demonstrate an awareness of the accuracy of pitch (i.e. start on the same pitch note)
- experience the words loud and soft in relation to sound and show how to change between them using the voice and untuned percussion instruments
- listen to a range of music which clearly identifies dynamics and children to move accordingly: i.e. big steps for loud music and small steps for soft
- to be aware of different tempos – fast, medium and slow and incorporate into singing, performing, movement and listening
- to play different untuned percussion instruments and experience the different types of sounds they make
- respond and express themselves to music with their whole bodies
- structure sounds with the use of percussion instruments and voices through telling a story, use varying textures to highlight sections or characters



YEAR 1 (Identify)

- repeat short rhythms through call and response and create own clapping rhythms
- identify pulse in different pieces of music and clap or move to it on their own or with support
- identify the changes in the pulse in a piece of music
- identify ta & te-te rhythms using words to support them if necessary and play these to a given pulse
- clap pulse and rhythms in chants and songs
- learn the relationship between hearing pitch and visual pitch using hand movements, raise and lower hand for higher/lower notes
- increase the range of intervals and complexity of pitching a melody
- show that instruments can be pitched or unpitched, introduce the concept of 8 note scale on a visual pitched instrument (e.g. xylophone 'is Jack climbing up the beanstalk')
- be able to identify if pitch is getting higher/lower/staying the same
- respond to and have an awareness of varying dynamics e.g. loud, soft, getting louder, getting softer, using body movements or conducting
- show dynamics using voice and a range of percussion instruments
- to be able to identify different changes of tempos and to use a range of terms/vocabulary to describe it
- to explain the expressive/mood change use of tempo within a variety of pieces
- make different types of sounds with their voices and untuned percussion instruments
- select percussion instruments for composition tasks based on their type of sound e.g. fire and water sounds for The Great Fire of London
- understand the difference between solo playing and ensemble playing
- alternate between 2 different sections of music at a specific point

YEAR 2 (Respond)

- respond to and demonstrate pulse with confidence in different pieces and styles of music
- learn and identify ta, te-te, tiki-tiki
- perform simple rhythms on an instrument using ta, te-te, tiki-tiki
- compose own call and response rhythms
- identify and respond to the differences between pulse and rhythm and how they work together
- develop the accuracy and confidence of vocal pitching, introduce simple rounds
- begin to relate written annotation (symbols or blobs) to pitch (lower notes at the bottom of the score going higher)
- use tuned percussion (e.g. glockenspiel) to play up to 3 pitches, as an ensemble, to a backing track
- learn that pitch and dynamics can create emotions (sad, happy, scary)
- begin to use Italian terminology F (forte/loud) and P (piano/quiet) when singing and/or using instruments
- to develop control of tempo within a variety of practical/compositional tasks
- pupils leading and working on tempo in smaller groups
- to be able to identify certain instruments by the type of sound they make e.g. piano, violin, guitar, drums
- be able to hear and identify if music is for a solo performer, small ensemble or large orchestra when listening
- when singing songs, recognise the pattern of verse/chorus/verse/chorus



YEAR 3 (Revise)

- revise rhythms through improvising and composing using a mix of ta, te-te, tiki-tiki
- recognise rhythmic patterns through written and aural traditions
- introduce rhythms from other cultures and traditions and perform these with confidence
- identify the pulse, on their own, in a piece of music through clapping and movement
- perform short riffs on instruments
- improvise and compose a piece using given stimuli from other cultures
- continue to develop the accuracy and confidence of vocal pitching
- revise the use of pitch through learning to play a range of tuned instruments (e.g. recorder, glockenspiel, xylophone or other)
- introduce simple two part playing/singing on an instrument or with the voice
- introduce the use of crescendo and diminuendo while playing from forte/loud to piano/soft
- further develop an awareness of tempo through listening and performing to a wider range of styles and genres
- increase the knowledge and correct application of Italian musical terms through listening and practical activities
- be able to describe sounds heard when listening to music and identify the instruments that are being played
- recognise these structures: call and response, question phrase and answer phrase, echo & ostinato
- play and singing in unison, adding layers (including drone) and solo

YEAR 4 (Embed)

- embed knowledge of pulse and rhythm, including from other cultures and traditions
- understand and have an awareness of pulse through the introduction of offbeat rhythms/syncopation
- identify through listening, pieces of music using simple and compound rhythms
- compose using offbeat rhythms and syncopation
- continue to develop the accuracy and confidence of vocal pitching, confidently play and sing in two parts
- embed the understanding of Italian terms for dynamics in music and introduce legato and staccato (smooth and detached)
- to develop an increasing awareness of tempo within all aspects of music especially listening, composing, instrumental performance and singing
- being able to follow a leader – (both teacher and peer) playing faster and slower with graduations of tempo within practical tasks
- use and apply appropriate vocabulary to plot and devise the tempo in creative tasks
- to be able to compare sounds and their effect/use/emotional intent
- understanding of rounds, partner song/pieces (mash up), repetition and contrast
- understanding of duets when playing or singing, static or moving phrases, melody and accompaniment



YEAR 5 (Extend)

- demonstrate how to identify pulse in simple and compound rhythms
- compose and improvise freely using syncopation and cross rhythms, also incorporating the use of ICT
- build confidence in performing/composing rhythms from different cultures and traditions
- can subdivide the beat to a given pulse
- extend pitch awareness, apply it in combination with all the dimensions of music
- incorporate a much wider use of dynamics, using MP/MF (mezzo piano/mezzo forte) and PP/FF (pianissimo/fortissimo)
- understand the influence of tempo on a wider range of musical styles and genres
- be able to discuss and explain the use of tempo using a range of musical vocabulary
- use and understand the implications of tempo with an increasing confidence in all aspects of practical/creative work
- be able to compare and contrast sounds, their use and effectiveness
- be able to play music in 3 or 4 parts
- show an understanding of harmony exploring basic triads & basic chords
- be able to recognise musical structure with multiple sections (chorus/verse/bridge)

YEAR 6 (Deeper Learning)

- deeper knowledge and understanding of the rhythms and pulses of all cultures and traditions experienced
- can identify with confidence changes in pulse, and different rhythms from a piece of music
- can read and identify simple and compound time
- demonstrate through composition, understanding and knowledge of rhythm and pulse from a chosen culture and/or tradition and explain the differences between these
- demonstrate with confidence an increasing complexity of intervals, the use of pitch with voice and/or tuned instruments
- awareness of harmony, singing or playing two pitch parts together
- to incorporate a wider range of dynamics in all their musical work, singing, playing and composing
- to clearly identify and analyse changes of tempo and how it intrinsically relates to the other interrelated dimensions and contributes to the emotional content (literacy) of the music
- to incorporate the above into their own creative and performance tasks both as an individual and part of a group
- to use the interrelated dimensions of music and terminology to describe the music they hear and to make informed choices about instrumentation when composing using tuned, untuned instruments and ICT
- play pieces with multiple parts with advancing musical language and accuracy
- recognise and be able to demonstrate basic chord progression
- understand musical structures using more specific musical vocabulary (Ternary/Rondo/Binary)

