

Dimensions of music

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	Explore and respond to high and low sounds	Explore, recognise and respond to high middle and low sound	Recognise and respond to higher and lower sounds and respond to the general shape of melodies and begin to recognise steps, leaps and repeated notes	Identify steps, leaps and repeated notes in melodies.	Identify melodic shape and different scale patterns	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor.	Explore, recognise and identify a range of different scale patterns and how they influence music.
Duration	Explore and respond to long and short sounds and the steady beat in music heard and performed	Explore, recognise and respond to steady beats and patterns of long and short sounds in music heard and performed	Recognise, respond and distinguish between beat and rhythm in music heard and performed and understand that rhythmic patterns fit to the beat	Begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat	Understand 2, 3 and 4 metre and how rhythms fit to a steady beat	Identify and begin to understand more complex rhythmic patterns and metres including counting in 8 and possibly 6.	Identify and understand more complex rhythmic patterns and metres
Dynamics	Explore, recognise and respond to loud, quiet and silence	Respond to recognise and understand loud, quiet and silence	Understand getting louder and quieter	Understand getting louder and quieter in finer gradations	Consolidate understanding of, and identify, getting louder and quieter and begin to explore the effect.	Understand how a wide range of dynamics can be manipulated for expressive effect	Understand how a wide range of dynamics can be manipulated for expressive effect
Tempo	Explore, recognise and respond to fast and slow	Explore, recognise and respond to fast, moderate and slow	Understand getting faster and slower	Understand getting faster and slower in finer gradations	Consolidate understanding of getting faster and slower in finer gradations for expressive effect	Understand and identify how a wide range of tempi can be manipulated for expressive effect	Understand and identify how a wide range of tempi can be precisely manipulated for expressive effect
Timbre	Explore, use and respond to a	Use and identify families of school	Identify the way sounds are made	Identify a range of non-percussion	Identify a wider range of non-	Identify families of instruments and	Identify families of instruments and

	range of sounds and sound-makers including vocal sounds	instruments and the way sounds are made (e.g. tap/scrape/shake)	(e.g. struck/blown) identify families of school percussion instruments and their properties by sound (e.g. metal/wood/skin)	instruments by name and the way they are played; extend the use of percussion instruments	percussion instruments by name and the way they are played : extend the use of percussion instruments	different ensemble and vocal combinations: refine use of percussion instruments	voices, and their role in a wider range of ensemble combinations : refine use of percussion instruments
Texture	Respond to one sound and many sounds combined	Explore, recognise and respond to solo sounds and layers of sounds	Recognise and respond to the different layers of sounds used in music	Identify the use and purpose of different combinations of layers in music.	Identify different types of texture between solo, unison, ostinato, drone, layers and simple harmony	Begin to understand types of harmony and simple chords as accompaniment.	Begin to understand types of harmony and how they can be used for expressive effect in musical contexts.
Structure	Explore, recognise and respond to musical stories / narratives, distinguish between same and different	Explore, understand and identify beginning, middle, end and the use of introduction and repetition (AB)	Understand and identify repetition and contrast including Q and A, verse and chorus.	Develop understanding of repetition and contrast structures including ABA. Explore the use of simple ostinato.	Develop understanding of conventional musical structures and identify the more subtle development of musical ideas – similar but not the same	Explore a wider range of musical structures e.g. Rondo	Understand a wider range of musical structures.