

## Inter-related dimensions of music – Musical skills progression

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	<b>Pulse</b>	<b>Rhythm</b>	<b>Pitch</b>	<b>Tempo</b>	<b>Dynamics Articulation</b>	<b>Texture</b>	<b>Structure</b>
<b>Reception</b>	Respond to music at different speeds with movement	Move to rhythms eg skipping marching crawling	Recognise High low  Difference between speaking and singing	Fast Slow	Loud Quiet	Unison	Recognise repetition
<b>Year 1</b>	Move to the beat	Copy back simple phrases clapping and singing	High low middle	Fast slow	Loud Quiet	Unison	Recognise repetition  Music has different sections
<b>Year 2</b>	Move in time to the beat  Play percussion to a steady beat	Copy back simple phrases clapping and singing Playing on untuned instruments  Recognise long and short sounds	High Low Middle	Respond to different tempos	Loud Quiet	Unison Solo	Echo Call and Response

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<b>Year 3</b>	Follow the pulse and the beat of the music	Copy back clapping, playing word phrases changing into crotchet joined quavers	High Low Rising pitch Falling pitch 5 notes C-G	Allegro (fast) Adagio (slow)	Loud (forte) Quiet (piano)  Describe changes in dynamics	Unison Layered Solo	Call and Response Q and A phrases Echo
<b>Year 4</b>	Continue to recognise and internalise pulse	Copy back clapping crotchets, joined quavers minims and rests from notation cards  Create own	Pentatonic scale Major and Minor Octave range	Accelerando (getting faster) Rallentando (getting slower) Bar	Crescendo (getting louder) Diminuendo (getting quieter) Legato (smooth) Staccato (detached)	Duet Melody Accompaniment	Ostinato Rounds Partner songs Repetition
<b>Year 5 and 6</b>	Respond to changes in pulse	Recognise and play Syncopated rhythms  Semi- quavers	Full use of notes in different keys	4/4 time and 3/4 time 2/4 time.  Different tempos used and recognised for purpose.	Wide range of dynamics FF F MF PP MP P	Music in 3 and 4 parts	Ternary Verse chorus Music with multiple sections