

Taking a 'Thread' across a subject area

Inter-related Dimensions of Music						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Moving body parts to reflect tempo, dynamics and pitch Following a beat Identifying pitch Repeating simple rhythms	Difference between pulse and rhythm Introduction to different sounds as 'timbre' Repeating simple rhythms Recognising basic tempo, pitch and dynamic changes	Recognising timbre changes Recognising structural features Listening and recognising instrumentation Begin to use musical vocabulary to describe music	Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. (Time signatures - how many beats in a bar) Beginning to use musical vocabulary when discussing improvements to their own and others' work.	Recognising the use and development of motifs (a short, often thematic phrase that appears more than once giving the listener familiarity) in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.