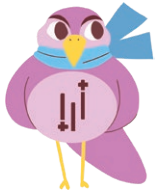


The Interrelated Dimensions of Music

Masters of melody	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught to: Use [their] voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a wide range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Through knowledge of the interrelated dimensions of music, pupils will be equipped to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.			
Timbre 	To recognise that different instruments playing notes of the same pitch have different sounds (timbres).	To know that different instruments can be used to represent different moods/ideas based on their timbre.	To understand that changing the instrument used can have an impact on the style and mood of a piece of music. To know the terms legato (smooth) and staccato (detached).	To recognise that the timbre of our voice can be changed to suit different musical styles. To understand that some instruments can produce different timbres when played in different ways.	To know how to adapt their voice to create different timbres without causing vocal damage. To recognise that outside factors such as setting and weather can have an effect on the timbre of both the voice and musical instruments.	To understand how to care for both musical instruments and voices in order to produce the desired timbre. To recognise how a range of different timbres can be created on the instrument that they have been learning.
Texture 	To know that texture is the term used to describe the different layers in a piece of music.	To understand that texture can be created through layering different pitches and rhythms.	To understand that certain pitches and rhythms work together better than others to create texture in a piece of music.	To know that when notes of two different pitches are played together at the same time it is called a harmony. To understand that texture can be created through using a combination of different instrumentation, pitches and rhythm.	To know that the layering of several rhythms together is called a polyrhythm. To know that the layering of several notes of different pitches creates a chord.	To understand that musical texture means the way that all of the different vocal, instrumental and rhythmic components of the music relate to each other.

Dynamics 	To know that dynamics refers to the loudness or softness (quietness) of a piece of music.	To understand that dynamics add to the overall mood of a piece of music.	To understand that changes in dynamics can be gradual. To know and be able to use the words 'forte' (loud) and 'piano' (soft) to describe the changing dynamics of a piece of music.	To understand how the dynamics of a piece of music may be different for each instrument/voice within the piece and how this can have an impact on the overall texture of the music. To know the terms crescendo (getting louder) and decrescendo (getting softer).	To recognise how altering texture, dynamics, pitch and tempo in a piece of music can all work together to create music which can sound vastly different. To increase understanding of a range of dynamics used within music.	To understand why a performer may alter the dynamics in a piece of music to change its texture and overall feel. To be confident in the use of all previous dynamic terms, including fortissimo (very loud), pianissimo (very soft), mezzo forte (moderately loud) and mezzo piano (moderately soft).
Structure 	To understand that a piece of music can be structured into different parts (chorus, verses, instrumental etc).	To know that different sections within a piece of music follow different conventions.	To recognise that music from different traditions often follows different structural conventions. Understand the structural terms: call and response; question phrase, answer phrase, echo, ostinato.	To know that the term 'ostinato' refers to a repeated musical pattern and to recognise an ostinato in a piece of music. Understand the structural features of rounds, partner songs, repetition and contrast.	To understand what is meant by a 'ternary' piece and to be able to use this structure to create their own compositions.	To be able to understand structural features within a piece of ensemble music and use dynamics appropriately to help create the correct texture and mood for the piece.
Pitch 	To understand the terms 'low pitch' and 'high pitch' and recognise the difference.	To respond independently to pitch changes heard in short melodic phrases, indicating with actions.	To recognise that the pentatonic scale uses five notes and to be able to use these to create a melody. To be able to sing notes within the pitch range 'do-so'.	To recognise the difference between major and minor chords. To be able to read and perform from pitch notation with a 'do-so' pitch range.	To understand how triads are formed. To recognise the difference between major and minor keys and their related moods. To be able to read and perform from pitch notation within an octave range (e.g. C-C'/do-do).	To understand pitch notation within an octave (e.g. C-C'/do-do) and to be able to play from this on tuned instruments.
Tempo 	To know that the term tempo refers to the speed of a piece of music. To understand that the tempo of music can change and become faster or slower throughout.	To recognise that changing the tempo of a piece of music can change its mood.	To understand the terms 'allegro' (fast) and 'adagio' (slow) and know how to follow these instructions in a piece of music.	To understand that playing as part of an ensemble requires keeping to the set tempo.	To know how to ensure the correct tempo is maintained when playing as part of a group.	To understand how to adapt a melody through changing its tempo.

Duration (incorporating rhythm, pulse/beat, metre) 	To know that music is underpinned by a steady pulse/beat. To understand that rhythm describes the pattern of different long and short notes within a piece of music.	To understand that the length of notes and phrases within a piece of music are described using the term 'duration'. To recognise that the duration of notes can be represented through stick notation.	To know that different note durations are represented by different symbols. To recognise crotchets and paired quavers and know their respective values. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	To understand that rests are used to represent different durations of silence in music and to recognise the symbols for crotchet and minim rests.	To recognise semibreves and semiquavers on the stave. To understand that time signatures are used to group beats into bars within a piece of music.	To recognise stave notation for semiquavers and their equivalent rests.
Musical Notation	Follow pictures and symbols to guide singing and playing.	Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Play and perform melodies following staff notation using a small range as a whole class or in small groups. Recognise the stave, 'lines and spaces' and clef. Use dot notation to show higher or lower pitches.	Play and perform melodies following staff notation using a small range as a whole class or in small groups. Read and perform pitch notation within a defined range. Understand and be able to use rhythmic scores.	Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do). Follow staff notation written on one stave and using notes within the middle C-C'/do-do range. Read and play short rhythmic phrases on sight from prepared cards, using conventional symbols for known rhythms and note durations.	Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Develop the skills to read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play a four-bar phrase confidently from notation, identifying note names and durations.