



Elements 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, respond to and recognise high, middle and low sounds.	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.	Identify steps, leaps and repeated notes in melodies and begin to explore scale patterns.	Identify melodic shape and explore different scale patterns including major and minor.	Explore, recognise and identify a range of different scale patterns including major, minor and chromatic. Could extend to pentatonic scales.	Explore, recognise and identify a range of different scale patterns including major, minor, chromatic and pentatonic. Could extend to raga and use of quarter tones.
Duration	Explore and respond to long and short sounds and recognise a steady beat in music.	Explore, respond to and recognise long and short sounds and recognise a steady beat in music heard and performed.	Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together.	Identify how rhythm patterns fit to a steady beat and begin to understand 2 and 3 metre.	Identify and understand how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre.	Identify and begin to understand more complex rhythm patterns and metres including 6 and 8.	Identify and understand more complex rhythm patterns and metres in 6 and 8. Could extend to 5 and 7.
Dynamics	Explore, respond to and recognise loud, soft and silence.	Respond to, recognise and identify loud, moderate, soft and silence.	Respond to, recognise and identify getting louder and softer.	Identify, use and understand getting louder and softer in finer gradations.	Explore how to use dynamics for expressive effect.	Understand how a wide range of dynamics can be manipulated for expressive effect.	Understand how a wide range of dynamics can be precisely manipulated for expressive effect.
Tempo	Explore, respond to and recognise fast and slow.	Explore, respond to, recognise and identify fast, moderate and slow.	Respond to, recognise and identify getting faster and slower.	Identify, use and understand getting faster and slower in finer gradations.	Explore how to use tempi for expressive effect.	Understand how a wide range of tempi can be used and manipulated for expressive effect.	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect.
Timbre	Explore, use and respond to a range of sounds including vocal sounds.	Use and identify school percussion instruments and explore how they can	Identify and choose the way sounds are made and can be used.	Identify families of non-percussion instruments and the way they are	Identify voice types and a wider range of non-percussion instruments by	Identify instruments within families and different	Identify voices/instruments within families and their role in a wider

		be played. Explore vocal sounds and discover how the voice can be used.		played. Extend the use of percussion instruments.	family and name. Further extend the use of voices and percussion instruments.	instrumental/vocal combinations. Refine use of voices and percussion instruments.	range of ensembles. Refine the use of voices and percussion instruments with intended impact.
Texture	Explore and respond to one sound and many sounds.	Explore, respond to and recognise solo sounds and layers of sounds.	Respond to and begin to recognise and use different layers including simple accompaniments.	Identify the use and purpose of different layers in music heard and performed.	Identify and use different types of texture including solo, unison and simple harmony.	Extend the use of simple harmony to include consonant and dissonant notes and simple chords as accompaniments.	Use a range of harmonic devices with greater awareness and understanding in different musical contexts.
Structure	Explore and respond to sequences of events and stories, distinguish between same and different.	Explore, respond to and recognise simple structures including Binary structure AB, echoes and responses.	Respond to, recognise and identify a range of repetition and contrast structures including Ternary structure ABA.	Develop understanding of conventional structures including Binary (AB) and Ternary (ABA), introductions and codas.	Develop understanding of extended conventional structures including Rondo and Theme and Variations. Explore the use of simple ostinato patterns.	Explore and use a wider range of developmental structures and expressive structures such as the use of Leitmotif. Explore more complex ostinato figures.	Use a broader range of developmental structures and expressive structures including 12 bar blues. Become confident in recognising and writing complex ostinato figures.