

## Progression of skills in Year 1

	<b>LEARNING OBJECTIVES: Children will learn that...</b>	<b>LEARNING OUTCOMES: Children will be able to...</b>
DYNAMICS	<ul style="list-style-type: none"> <li>• Dynamics means volume of sound – loud or soft - and degrees of dynamic: louder; softer; getting louder; getting softer.</li> <li>• Changes in dynamics are used to add contrast or create a particular mood or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise aurally the degree of a dynamic (loud; medium; soft) and identify simple changes of dynamics (sudden; gradual) in a song or instrumental piece.</li> <li>• Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life).</li> <li>• Play simple percussion instruments with growing control using a range of dynamics (<i>loud; medium; soft; getting louder; getting softer</i>).</li> </ul>
DURATION (Rhythm)	<ul style="list-style-type: none"> <li>• Duration of a sound (or silence) means length - how long or short the sound lasts for.</li> <li>• Rhythm is a pattern of sounds and silences of different lengths.</li> <li>• In much music, the rhythm of the piece fits around a steady pulse.</li> <li>• In a song, the rhythm fits with the syllables of the words (lyrics).</li> <li>• The length of a sound (or silence) can be represented using simple written symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aurally longer and shorter sounds (and silences) using voices and percussion.</li> <li>• Clap back short rhythmic patterns (phrases) given aurally.</li> <li>• Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion).</li> <li>• Tap out the rhythm of familiar songs and chants (<i>use two fingers on palm of the hand</i>).</li> <li>• Use simple written symbols e.g. Morse Code or SOLFA stick notation, to notate and perform patterns of longer and shorter sounds.</li> </ul>
PULSE	<ul style="list-style-type: none"> <li>• Pulse is a continuous, regular, steady beat that can be felt internally, like a musical ‘heart-beat’.</li> <li>• Pulse sets the tempo of the music.</li> <li>• Pulse can vary in tempo.</li> <li>• Pulse continues even when the rhythm ‘rests’.</li> </ul>	<ul style="list-style-type: none"> <li>• Feel and mark the pulse in different ways using the voice, body (<i>walk it, tap knees, clap hands</i>) and percussion.</li> <li>• Move rhythmically to the pulse of the music.</li> <li>• Identify, mark and maintain a steady pulse when singing or performing.</li> </ul>
TEMPO	<ul style="list-style-type: none"> <li>• Tempo in music means speed – fast; walking pace; slow; getting faster; getting slower</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise aurally changes in tempo in a short song or instrumental piece.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tempo is set by the speed of the pulse</li> <li>• Tempo can change</li> </ul>	<ul style="list-style-type: none"> <li>• Set changes in pulse with developing awareness and control using familiar songs.</li> <li>• Identify and mark the pulse in different ways (walk it; tap it; clap it; use body percussion and simple untuned classroom percussion).</li> </ul>
PITCH	<ul style="list-style-type: none"> <li>• Pitch is frequency of sound: high / middle / low; higher or lower.</li> <li>• Pitch can be represented aurally in different ways, including using SOLFA pitch names and hand signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow changing pitch movements with their hands or bodies, with developing accuracy.</li> <li>• Follow pictures and symbols to guide singing and playing</li> <li>• Use high, low and middle range voices with growing awareness of how each part of the voice 'feels' different. Explore percussion sounds e.g. to help tell a story or create a specific sound effect.</li> </ul>
TIMBRE	<ul style="list-style-type: none"> <li>• Different sound sources produce different sound qualities – every instrument has its own unique 'voice' e.g. a violin sounds different from a trumpet; Dan's voice sounds different from Sarah's.</li> <li>• A sound source can make a range of different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. <i>wobbly, squeaky, rough, smooth</i>.</li> <li>• Begin to identify how a sound has been produced e.g. <i>by blowing, plucking, tapping, shaking</i>. Use untuned percussion instruments and voices in different ways with growing awareness of the effect created.</li> </ul>
TEXTURE	<ul style="list-style-type: none"> <li>• Sounds can be combined in different ways to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aurally how many sounds (vocal and instrumental) have been combined or organised – one sound, several sounds or many sounds.</li> </ul>
STRUCTURE	<ul style="list-style-type: none"> <li>• Pieces of music are organised in different ways, to give them shape – a beginning, middle and end.</li> <li>• Phrase is an important element of musical structure and helps to give the music a sense of direction – setting out and arriving.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a variety of songs with growing awareness of the overall shape - plan - of the music (<i>beginning, middle, end</i>).</li> <li>• Begin to identify aurally the length of a phrase in a simple song by marking the number of pulse beats.</li> <li>• Begin to feel and show phrase in a simple song e.g. by using an 'arch' hand movement out and back, to mark the start of each new phrase.</li> <li>• Begin to recognise aurally where the rhythm or melody of a phrase is repeated or changed. Begin to identify simple structures like verse and chorus (ABAB) and 'ABA' (Turnary form - musical 'sandwich').</li> </ul>
SINGING	<ul style="list-style-type: none"> <li>• Everyone has a singing voice</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between and use talking, whispering and singing voices.</li> </ul>

	<ul style="list-style-type: none"><li>• The voice can be pitched higher and lower</li><li>• Pitch can be heard internally using the 'thinking voice'</li><li>• Good vocal technique improves vocal sound quality and control.</li></ul>	<ul style="list-style-type: none"><li>• Pitch-match with increasing accuracy within a limited range of notes e.g. Major Scale steps 1-5</li><li>• Sing in a group and individually as a soloist e.g. in a short 'call and response' or 'copycat' song.</li><li>• Use internal thinking voice with some accuracy and control, to identify and place a starting or given pitch.</li><li>• Sing with awareness of posture, breath control and clear diction.</li></ul>
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