

Progression of skills in Year 1

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

	<ul style="list-style-type: none"> • Tempo is set by the speed of the pulse • Tempo can change 	<ul style="list-style-type: none"> • Set changes in pulse with developing awareness and control using familiar songs. • Identify and mark the pulse in different ways (walk it; tap it; clap it; use body percussion and simple untuned classroom percussion).
PITCH	<ul style="list-style-type: none"> • Pitch is frequency of sound: high / middle / low; higher or lower. • Pitch can be represented aurally in different ways, including using SOLFA pitch names and hand signs. 	<ul style="list-style-type: none"> • Follow changing pitch movements with their hands or bodies, with developing accuracy. • Follow pictures and symbols to guide singing and playing • 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.
TIMBRE	<ul style="list-style-type: none"> • 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. • A sound source can make a range of different sounds. 	<ul style="list-style-type: none"> • Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. <i>wobbly, squeaky, rough, smooth</i>. • 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.
TEXTURE	<ul style="list-style-type: none"> • Sounds can be combined in different ways to create different effects. 	<ul style="list-style-type: none"> • Identify aurally how many sounds (vocal and instrumental) have been combined or organised – one sound, several sounds or many sounds.
STRUCTURE	<ul style="list-style-type: none"> • Pieces of music are organised in different ways, to give them shape – a beginning, middle and end. • Phrase is an important element of musical structure and helps to give the music a sense of direction – setting out and arriving. 	<ul style="list-style-type: none"> • Sing a variety of songs with growing awareness of the overall shape - plan - of the music (<i>beginning, middle, end</i>). • Begin to identify aurally the length of a phrase in a simple song by marking the number of pulse beats. • 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. • 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').
SINGING	<ul style="list-style-type: none"> • Everyone has a singing voice 	<ul style="list-style-type: none"> • Distinguish between and use talking, whispering and singing voices.

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