



Progression Document for KS1 Music

Unit: Dynamics: Seaside					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can dynamics help us represent the seaside through music?	Use voices expressively and creatively, play tuned and untuned instruments musically, listen with concentration and understanding, experiment with and combine sounds, create and perform simple musical ideas.	Dynamics describe the volume of music, sounds can be loud or quiet, dynamics can change during a piece, instruments and voices can represent different seaside sounds, musicians use dynamics to create mood and effect.	Recognise changes in dynamics, control loud and quiet sounds, select appropriate instruments, follow a conductor, perform as part of a group, create musical ideas, listen and respond to music.	dynamics, loud, quiet, sound, volume, instrument, perform, conductor, rhythm, pulse	Create and perform a seaside-inspired piece of music, using changes in dynamics to represent different sounds and effects.
Unit: Sound Patterns: Fairytales					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can we use sound patterns to help tell a story?	Use voices expressively and creatively, play tuned and untuned instruments musically, listen with concentration and understanding, experiment with, create, select and combine sounds using the inter-related dimensions of music.	Rhythm is a pattern of long and short sounds, repeated words can create sound patterns, dynamics can represent different characters, instruments can represent moments in a story, a pulse is the steady beat in music.	Chant in time, clap rhythmic patterns, read simple sound patterns, keep a steady pulse, select appropriate sounds, control dynamics, respond to musical signals, perform as part of a group.	rhythm, pulse, pattern, dynamics, character, voice, instrument, beat, rest, perform	Create and perform rhythmic sound patterns to accompany a familiar fairytale, keeping a steady pulse and responding to performance instructions.
Unit: Call and Response: Animals					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can we use call and response to create and perform music?	Use voices expressively and creatively, play untuned instruments musically, listen with concentration and understanding, experiment with, create, select and combine sounds using the inter-related dimensions of music.	Call and response involves one musical phrase being answered by another, rhythm is a pattern of sounds, pulse is the steady beat, dynamics describe volume, instruments can create different sounds to represent animals.	Copy rhythmic patterns, keep a steady pulse, create call-and-response patterns, control dynamics, experiment with instrumental sounds, play in time with others, rehearse and perform a composition.	call, response, rhythm, pulse, dynamics, pattern, instrument, percussion, perform, composition	Create and perform an animal-inspired call-and-response composition, maintaining the pulse and using rhythm, dynamics and untuned percussion effectively.
Unit: Musical Symbols: Under the Sea					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can musical symbols help us create and perform music?	Use voices expressively and creatively, play tuned and untuned instruments musically, listen with concentration and understanding, experiment with, create, select and combine sounds using the inter-related dimensions of music.	Tempo describes the speed of music, dynamics describe volume, pitch describes how high or low a sound is, rhythm is a pattern of sounds, musical symbols can represent pitch, rhythm and dynamics.	Respond to changes in tempo and dynamics, keep a steady pulse, perform rhythmic patterns, create high and low sounds, read simple musical symbols, combine voice, body and instrumental sounds, perform as a group.	tempo, dynamics, pitch, rhythm, pulse, symbol, high, low, sound, performance	Create and perform an under-the-sea piece, using musical symbols and demonstrating an understanding of tempo, dynamics, rhythm and pitch.

Unit: Contrasting Dynamics: Space					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can we use contrasting dynamics to create atmosphere in music?	Use voices expressively and creatively, play tuned and untuned instruments musically, listen with concentration and understanding, experiment with, create, select and combine sounds using the inter-related dimensions of music.	Dynamics describe how loud or quiet music is, changes in dynamics can create atmosphere, pitch describes how high or low sounds are, patterns can be repeated and notated, music can represent ideas and images such as planets.	Identify changes in dynamics, control vocal and instrumental sounds, compare pieces of music, create pitch patterns, notate simple patterns, collaborate to create soundscapes, rehearse and perform compositions.	dynamics, pitch, pattern, composer, soundscape, atmosphere, notation, rhythm, loud, quiet	Create and perform a space-inspired composition, using contrasting dynamics and simple pitch patterns to create atmosphere.
Unit: Structure: Myths and Legends					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can musical structure help us tell a story?	Use voices expressively and creatively, play tuned and untuned instruments musically, listen with concentration and understanding, experiment with, create, select and combine sounds using the inter-related dimensions of music.	Structure describes how music is organised, rhythm is a pattern of sounds, music can be divided into sections, graphic scores can represent musical ideas, layers of sound create texture, music can help communicate a story.	Read and clap rhythms, create rhythmic patterns, recognise musical structure, use graphic scores, layer sounds, compose within a given structure, rehearse and perform as a group.	structure, rhythm, pulse, texture, notation, graphic score, compose, layer, perform, sequence	Create, rehearse and perform a structured composition based on a myth, using rhythm, texture and a graphic score.