

**Sound Ideas The Elements Progression Y1 – 6**

**Dynamics**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Dynamics means volume of sound – loud or soft - and degrees of dynamic - louder / softer; getting louder / getting softer etc * Changes in dynamics are used to add contrast or create a particular effect. | * Recognise aurally simple changes of dynamics in a song or instrumental piece ( loud / medium / soft; sudden / gradual) * 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 ( loud, soft, getting louder / softer) |
| **YEAR 2** | * Changes in dynamics are used to add contrast or create a particular effect. | * Recognise aurally changes of dynamics in a song or instrumental piece ( loud/medium/soft; sudden / gradual) * Sing songs and play percussion instruments with improved control using a wider range of dynamics and gradations * Sing songs expressively using appropriate changes in dynamics e.g. to add expression ad emphasise or make sense of the lyrics. |
| **YEAR 3** | * Dynamics are expressive elements in music that are used to achieve particular effects and moods. | * Identify aurally how and why a range of dynamics effects have been used in a piece (song or instrumental) and make choices about the use of dynamics in simple compositions. |
| **YEAR 4** | * Dynamics are expressive elements in music that are used to achieve particular effects and moods | * Continue to use dynamics expressively in performances and compositions (vocal and instrumental) with good control and awareness of their effect. * Identify aurally how and why dynamics have been used in compositions, using appropriate musical and descriptive vocab. |
| **YEAR 5** | * Dynamics are expressive elements in music that are used to achieve particular effects and moods. | * Use a wide range of dynamic contrast expressively in performances and composition (vocal and instrumental) with good control and awareness of their effect. * Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary |
| **YEAR 6** | * Dynamics are expressive elements in music that are used to achieve particular effects and moods. | * Use a wide range of dynamic contrast expressively in performances and composition (vocal and instrumental) with good control and awareness of their effect. * Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary * Describe and compare different kinds of music using appropriate musical and descriptive vocabulary. * Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. |

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