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**‘Sound Ideas’ - The Elements and Singing Progression YEAR 1**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **DYNAMICS** | * 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)
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| **DURATION** | * 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.
* The length of a sound (or silence) can be represented using simple written symbols.
 | * Identify aurally longer and shorter sounds (and silences) using voices and percussion.
* Clap back simple 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 (use two fingers on palm of the hand).
* Use simple written symbols (e.g. Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.
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| **TEMPO** | * Tempo in music means speed – faster / slower; getting faster / getting slower.
* Tempo is set by the speed of the pulse.
 | * Recognise aurally changes in tempo in a song or instrumental piece.
* Identify and mark the steady pulse in songs and other pieces (e.g. recorded extracts).

Set changes in pulse with increasing awareness and control using familiar songs. |
| **PITCH** | * Pitch is frequency of sound, higher or lower.
 | * Follow changing pitch movements with their hands, with some accuracy.
* Use high, low and middle voices with some awareness of how each part of the voice ‘feels’ different
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| **TIMBRE** | * 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 etc.
* An instrument can make a range of different sounds.
 | * Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. wobbly, squeaky, rough etc.
* Begin to identify how a sound has been produced e.g. by blowing, plucking, tapping, shaking etc.

Use percussion instruments and voices in different ways with growing awareness of the effect created. |
| **TEXTURE** | * Sounds can be combined and layered in different ways to create different effects.
 | * Identify aurally how many sounds (vocal and instrumental) have been combined / layered or organised – one sound, several sounds or many sounds.
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| **STRUCTURE** | * 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.
 | * Sing a variety of songs with growing awareness of the overall plan of the music (beginning, middle, end).
* 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’ (a ‘musical sandwich’). |
| **SINGING** | * Everyone has a singing voice.
* 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.
 | * Distinguish between and use talking, whispering and singing voices.
* Pitch-match with increasing accuracy within a limited range of notes: **m s l** (Major Scale steps 3, 5 and 6)
* Sing in a group and individually as a soloist e.g. in a short ‘call and response’ song.
* Use internal thinking voice with increasing accuracy and control, to identify and place a starting pitch.

Sing with awareness of posture, breath control and clear diction. |

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‘Sound Ideas’ KS1 and 2 October 2019