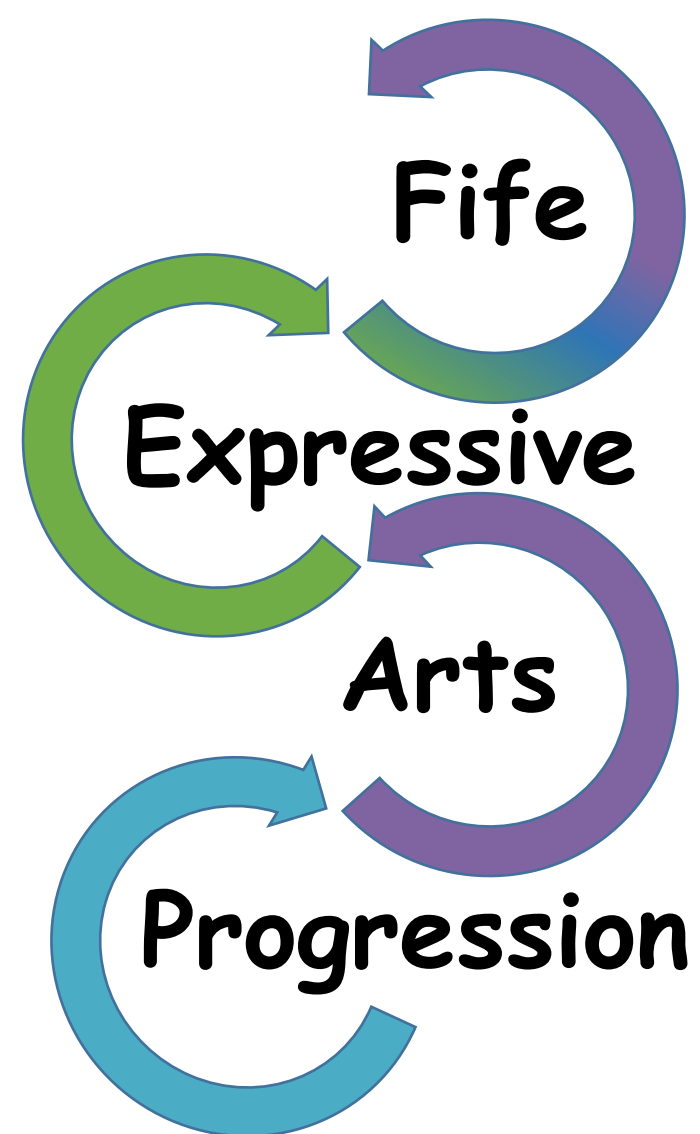




Expressive Arts

Music

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ACKNOWLEDGEMENT

This Progression Pathway is extensively based on the guidance and recommendations of the Curriculum for Excellence and Benchmarks set out by Education Scotland.

Unlike many resources that present Music skills as discrete and logically ordered & prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for children and young people to think creatively and independently, whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards and expectations within Schools, Clusters and Local Improvement Forums across Fife will ensure that all children and young people have an equitable experience to develop skills for their learning, life and work.

We are very grateful to the work of the Music Workstream, within the Fife Expressive Arts Steering Group for their time and expertise. We are also very grateful to their Schools, Clusters and Local Improvement Forums for their sharing of good practice.

GUIDANCE

The Fife Expressive Arts Progression sets out a clear set of learning experiences and outcomes from the following Curriculum for Excellence Expressive Arts strands:

Art & Design

Drama

Dance

Music

The purpose of this document is to provide a continuum of learning both within a level and through the Early, First, Second, Third and Fourth levels. The developmental stages of learning, together with the skills of Creativity & Innovation, are clearly documented and this will support teachers when identifying starting points for children and young people. The progression is intended to assist teachers as they plan and assess their Expressive Arts curriculum.

The 'Points to Consider' and 'Glossary' sections will be built up as feedback is received on this document.

Experiences and outcomes are represented by a progression through the level pathways. The tiles are arranged to emphasise progression within the skills relevant to the specific Expressive Art strand. The learning pathway through each level has been shown across the three themes of creating, presenting and knowledge & understanding. As children and young people progress through the levels the distinction between creating, presenting and knowledge & understanding becomes more defined. At early level these boundaries are not defined since much of the learning is acquired through play experiences.

CREATING (C) - involves children and young people working individually or collaboratively to create and develop pieces appropriate to the strand.

PRESENTING (P) - involves performance/presentation and review of the results of the creation process.

KNOWLEDGE & UNDERSTANDING (K&U) - involves children and young people demonstrating what they know through evaluation, reflection and target setting by applying skills and using relevant terminology to show the breadth and depth of their skills.

Knowledge & understanding of techniques, vocabulary, strand-specific terminology are demonstrated through the process of presenting/performing as well as responses and evaluations. Application of knowledge & understanding is a key aspect of assessment and demonstrates secure attainment at each level. This can be verbal responses, written or group discussion (which can be teacher-led). Use of terminology (see glossary and pathway tiles) should be built throughout the BGE experience.

The Fife Expressive Arts Progression focuses on developing increasingly sophisticated and refined creating, presenting, evaluating and appreciating skills which can be used to develop a lifelong appreciation of, and participation in, expressive arts and cultural activities.

The "glossary" and appendices sections have been provided to ensure consistency across all levels for the use of subject specific vocabulary. By using the correct terminology, from the beginning, it allows for the consistent progression of skills and knowledge together with providing opportunities for links to be made to the real world.

Early Level Experiences and Outcomes Music
I enjoy singing and playing along to music of different styles and cultures EXA 0-16a I have the freedom to use my voice, musical instruments and musical technology to discover and enjoy playing with sound and rhythm EXA 0-17a Inspired by a range of stimuli and working on my own and/others I can express and communicate my ideas thoughts and feelings through musical activities EXA 0-18a I can respond to music by describing my thoughts and feelings about my own and others work EXA 0-19a

Points to Consider - Early Level

The 'Combined' Approach

The three elements of music that are covered by the different experiences and outcomes are **performing, composing/creating** and **knowledge & understanding** (through listening).

Musical experiences, however, often cover many of these at once! For example, in a series of music lessons when learning a song to perform at an assembly, you might listen to it first and discuss what can be heard in the music - identifying instruments/speed/style/etc. This would cover some **understanding** of the music. Next, you might learn to sing the song, concentrating on good pitch, and possibly adding some dynamics. This would develop children and young people's **performing** skills. Maybe you then add some percussion to the performance, and children and young people are asked to come up with their own rhythms to fit with the song. This gives children and young people the chance to explore their ability to **create** music.

Supportive Resources

All Fife schools have funded access to [Charanga](#) - login details are available from your school lead. If you are not sure who your lead is, please contact Fife YMI.

[Scots Sangs fur Schools](#)

Links to Kodaly and other GLOW resources:

Kodaly - [Early Years Language Development](#) (Glow)

[Kodaly - Nursery to P1](#) (Glow)

[Singing to Learn, Learning to Sing](#) songs (Glow - Can be downloaded)

Music Vocabulary*

Beat/Pulse - the pulse of the music; keeping time

Pitch - how high or low a note or sound is

Musical experience - any activity or task which involves music (listening, creating or performing)

*Most key concepts are also defined within the [Charanga](#) Music Service Tab: Charanga Music Vocabulary document. Use the Search function on Charanga to find explanatory videos if further support is required.

Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

EARLY LEVEL

AIM: To begin to participate in musical activities to: develop performance skills, describe how sounds make you feel and how sounds relate to a stimulus, and begin to explore a range of sounds. (This pathway works across all aspects of music)

E & O code EXA 0-16a, EXA 0-17a, EXA 0-18a, EXA 0-19a

K&U Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet.

K&U Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes.

C When communicating ideas and feelings through creative music activities: uses voice to explore sound and rhythm, for example, hums, whispers, sings.

C When communicating ideas and feelings through creative music activities: chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping.

P Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.

K&U Give a reason why I like or dislike a musical experience.

K&U Use fast/slow/loud/quiet/high/low to talk about a musical experience.

K&U Listen appropriately to music.

K&U Name some instruments

C When communicating ideas and feelings through creative music activities: uses technology to capture sound, for example, audio recorders, microphones, apps and other software.

C Record sounds using technology.

C Explore sounds with my voice and instruments.

P Play an instrument along with music.

P Sing tunefully.

P Sing in time.

P Uses instruments such as drum, claves, chime bars to play along to a range of music styles.

P Make sounds with my voice and instruments.

Early Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
	I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a	• Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. • Uses instruments such as drum, claves, chime bar to play along to a range of music styles. • Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes. • Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet. When communicating ideas and feelings through creative music activities: • uses voice to explore sound and rhythm, for example, hums, whispers, sings; • chooses different musical instruments to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, clapping, tapping; • uses technology to capture sound, for example, audio recorders, microphones, apps and other software.

First Level Experiences and Outcomes Music

I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance direction

EXA 1-16a

I can use my voice, musical instruments and musical technology to discover and enjoy playing with sound, rhythm, pitch and dynamics

EXA 1-17a

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities

EXA 1-18a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and other's work

EXA 1-19a

(This pathway works across all aspects of music)

Points to Consider – First Level

The 'Combined' Approach

The three elements of music that are covered by the different experiences and outcomes are **performing**, **composing/creating** and **understanding** (through listening).

Throughout this document, these have been colour-coded to help make it clear which statements match which strands.

Musical experiences, however, often cover many of these at once! For example, in a series of music lessons where you are learning a song to perform at an assembly, you might listen to it first and discuss what can be heard in the music – identifying instruments/speed/style/etc. This would cover some **understanding** of the music. Next, you might learn to sing the song, concentrating on good pitch, and possibly adding some dynamics. This would develop children and young people's **performing** skills. You may then add some percussion to the performance, and children and young people are asked to come up with their own rhythms to fit with the song. This gives children and young people the chance to explore their ability to **create** music.

Music Vocabulary

Beat/Pulse – the pulse of the music; keeping time.

Dynamics – how loud or soft a note or sound is.

Musical direction – an instruction given to direct how music should be played (eg. 'softly' or 'smoothly').

Musical experience – any activity or task which involves music (listening, creating, or performing).

Musical idea – a short section of created music. This could be a rhythm that someone has come up with, or a melody that is just a few notes long.

Picture notation – using pictures to give musical directions, for example, a picture of a drum tells you to play the drum once and a picture of two drums tells you to play it twice.

Pitch – how high or low a note or sound is.

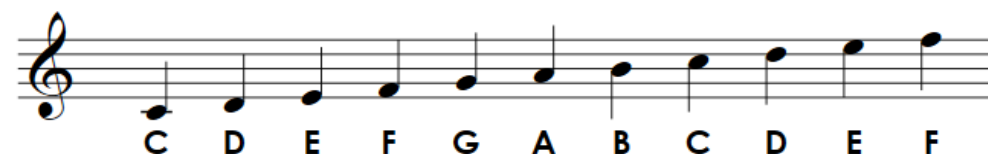
Soundscape – a "picture" created by sounds/musical ideas; this could be a set of sounds to match or tell a story.

*Most key concepts are also defined within the [Charanga](#) Music Service Tab: Charanga

Reading Musical Notation

First Level

The notes on the treble clef are as follows:



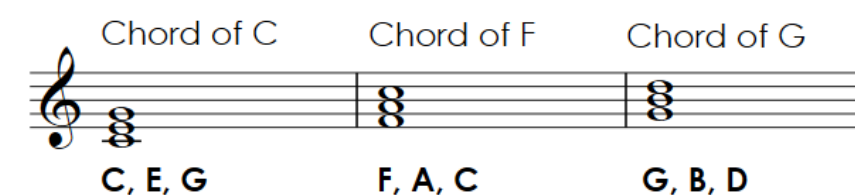
These are often taught as the notes in the spaces spell out 'FACE' and the notes on the line follow the rhyme 'Every Good Boy Deserves Fun'.



Suggested note groupings:

At first level, when teaching to read 3 notes, you may wish to use 3 notes that form a chord or harmony.

For example, the 3 notes to make up one of the following chords:



Or you may wish to use notes that move by step, to create small melodies.

For example:

C, D, E; F, G, A; G, A, B

These could be used to make simple tunes such as Mary Had a Little Lamb:

Music Vocabulary document. Use the Search function on Charanga to find explanatory videos if further support is required.

Supportive Resources

All Fife schools have funded access to [Charanga](#) - login details are available from your school lead. If you are not sure who your lead is, please contact Fife YMI.

[Scots Sangs fur Schools](#)

Links to existing resources including Kodaly and others on Glow

(all Glow resources are also in Charanga in the Fife Music Tab)

[Introduction to Kodaly and lesson plans](#) for P2-3

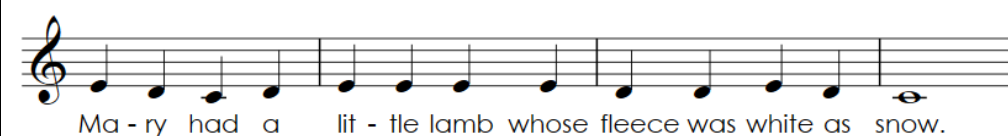
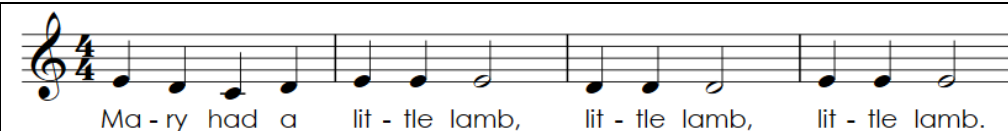
[Kodaly explanation pack and links to lesson resources for P4 and P5](#)

[Fife Recorder Package](#). A comprehensive, smartboard-ready introduction to playing the recorder. (Advised from P4 due to hand size)

[Stepping Hen Tuned Percussion Pack](#)

[Ukulele in the Primary Classroom Resource Pack](#)

[Singing to Learn, Learning to Sing](#). National resource, including mp3 files and supporting documentation, to teach singing in the classroom.



Crotchet (rhythm name is ta) - a note that is 1 beat long.



Quaver (rhythm name is te) - a note that is half a beat rhythm.

*Note in American English the notes have different names. Crotchet = quarter note, Quaver = eighth note. In Fife we do not use the American terminology, they are included for reference.

Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

FIRST LEVEL

AIM: To participate in musical activities to: develop performance skills, describe how sounds make you feel and how sounds relate to a stimulus, and to explore a range of sounds. (This pathway works across all aspects of music)

E & O code: EXA 1-16a, EXA 1-17a, EXA 1-18a, EXA 1-19a

K&U Follows simple music notation, for example, in the form of pictures, graphics, treble clef.

K&U Read 3 treble clef notes.

K&U Read crotchets and quavers.

K&U Read music in pictures, symbols or using graphic scores.

K&U Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary.

K&U Shares thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures.

K&U Give feedback on a performance.

K&U Listen to music and talk about how it makes me feel.

C When communicating ideas and feelings through creative musical activities, working on their own and/or with others:

- uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.

C Create a sound to match a stimulus.

C Use my voice, musical technology and/or instruments to create a musical idea.

P Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet.

P Follows performance directions, for example, follows the group leader.

P Perform/play a simple tune.

P Perform following picture notation.

P Follow musical instructions.

P Performs simple melodic parts, for example, on tuned percussion, tin whistle, and recorder.

P Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion.

P Sing using dynamics.

P Sing in tune.

P Keep the beat.

First Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
	I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a	• Performs songs with enthusiasm, from a range of styles and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good diction and appropriate dynamics, for example, loud or quiet. • Performs a simple rhythm part on a range of instruments, for example, keeps the beat using body/untuned percussion. • Performs simple melodic parts, for example, on tuned percussion, tin whistle, recorder. • Follows performance directions, for example, follows the group leader. • Follows simple music notation, for example, in the form of pictures, graphics, treble clef. • Shares thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures. • Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some music vocabulary. When communicating ideas and feelings through creative musical activities, working on their own and/or with others: • uses voice, instruments and technology to create musical ideas using sound, rhythm, pitch and dynamics, for example, by creating a soundscape or by adding tuned/untuned percussion to enhance a story or a song.

Second Level Experiences and Outcomes Music

I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and /or musical notation.

EXA 2-16A

I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.

EXA 2-17A

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 2-18A

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 2-19A

(This pathway works across all aspects of music)

Points to Consider – Second Level

Music Vocabulary

Beat/Pulse – the pulse of the music; keeping time.

Classical – a style of music from around 1750-1820 which includes music for the orchestra, opera, smaller instrumental groups and solos.

Dynamics – how loud or soft a note or sound is.

Jazz – a style of music which became popular in the early 1900s which often includes improvisation. Common instruments include piano, double bass, drum kit, saxophone, trumpet, acoustic and then electric guitar.

Melody – the tune.

Musical direction – an instruction given to direct how music should be played (eg. 'softly' or 'smoothly').

Musical experience – any activity or task which involves music (listening, creating or performing).

Musical idea – a short section of created music. This could be a rhythm that someone has come up with, or a melody that is just a few notes long.

Notation – how music is written and read.

Parts (harmony) – singing or playing different notes together (for example, in a round).

Picture notation – using pictures to give musical directions, for example, a picture of a drum tells you to play the drum once and a picture of two drums tells you to play it twice.

Pitch – how high or low a note or sound is.

Pop – music which is 'popular', usually used to describe music from around 1960s until now. Common instruments include acoustic/electric guitar, bass guitar, piano, drum kit, voice.

Rest – where there is silence in the music.



= Crotchet, 1 beat



= Minim, 2 beats



= Quaver, $\frac{1}{2}$ beat.

Reading Musical Notation

Second Level

The notes on the treble clef are as follows:



These are often taught as the notes in the spaces spell out 'FACE' and the notes on the line follow the rhyme 'Every Good Boy Deserves Fun'

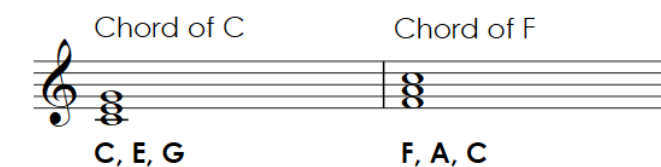
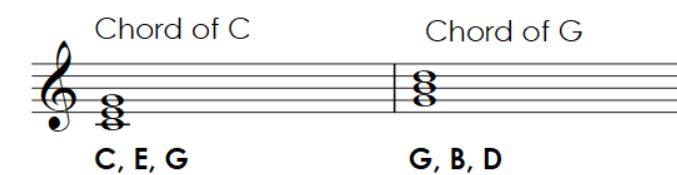


Suggested note groupings:

At second level, to teach 5 different notes, you may wish to use chords.

The combinations of C and G or C and F would add up to 5 notes.

For example:



Rock - a style of music which developed from 1950s rock'n'roll. Common instruments include electric guitar, bass guitar, drum kit and vocals. Rhythm - a pattern of notes (of varying note lengths) which fits with the beat. Soundscape - a "picture" created by sounds/musical ideas; this could be a set of sounds to match or tell a story. Unison - all singing or playing the same thing together. *Most key concepts are also defined within the Charanga Music Service Tab: Charanga Music Vocabulary document. Use the Search function on Charanga to find explanatory videos if further support is required. <u>Supportive Resources</u> All Fife schools have funded access to Charanga - login details are available from your school lead. If you are not sure who your lead is, please contact Fife YMI. Scots Sangs fur Schools <u>Links to existing resources including Kodaly and others on Glow</u> (all Glow resources are also in Charanga in the Fife Music Tab) <u>Links to Kodaly and other Glow Resources:</u> Kodaly explanation pack and links to lesson resources for P4 and P5 Kodaly explanation pack, links to lesson resources and smartboard resources for P6 and P7 Fife Recorder Package. A comprehensive, smartboard-ready introduction to playing the recorder. Stepping Hen Tuned Percussion Pack Ukulele in the Primary Classroom Resource Pack Singing to Learn, Learning to Sing. National resource, including mp3 files and supporting documentation, to teach singing in the classroom.	Or you may wish to use notes that move by step, to create part of a scale. This would give more scope for learning short melodies. For example: C, D, E, F, G G, A, B, C, D D, E, F(#), G, A (missing out the sharp and using just F makes this a minor scale) Crotchet (rhythm name is ta) - a note that is 1 beat  long Quaver (rhythm name is te) - a note that is half the length of a    crotchet.  Minim (rhythm ta-a) - a note that is 2 crotchets in length. *Note in American English the notes have different names. Crotchet = quarter note, Quaver = eighth note, minim = half note. In Fife we do not use the American terminology, they are included for reference.
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Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

SECOND LEVEL

AIM: To participate in musical activities to: develop performance skills, develop composition skills and to develop a musical understanding.
(This pathway works across all aspects of music)

E & O code EXA 2-16a, EXA 2-17a, EXA 2-18a, EXA 2-19a

K&U Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music.

K&U Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

P Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language.

P Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression.

P Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation.

K&U Read 5 notes on treble clef.

K&U Identify strengths and development needs in a performance using musical vocabulary.

C Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.

K&U Read minims, crotchets, quavers and rests.

C Create simple melodies/rhythms.

P Perform songs in parts.

K&U Give my preference for music.

K&U Recognise musical instruments within these styles.

C Express my thoughts and feelings using sounds.

C Create musical ideas using music technology.

P Perform songs to communicate mood/character.

K&U Recognise 4 different musical styles.

K&U+ P Follow musical directions.

P Perform songs in unison.

Second Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
	I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 2-18a I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a	• Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. • Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression. • Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language. • Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms. • Explains preference for music pieces listened to, live and/or recorded, using appropriate music concepts. • Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music. • Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

Third Level Experiences and Outcomes Music

I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear.

EXA 3-16A

I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony timbre and structure.

EXA 3-17A

I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.

EXA 3-19A

(This pathway works across all aspects of music)

Points to Consider

Music Vocabulary

All at Second level plus:

Literacy

Dotted minim (rhythm name is ta-a-a) – 3 beats. 

Semibreve (rhythm name is ta-a-a-a) – 4 beats. 

*Note in American English the notes have different names. Dotted minim = dotted half note, Semibreve = whole note. In Fife we do not use the American terminology, they are included for reference.

Forte – Play loudly ***f***

Piano – Play softly ***p***

Crescendo – Get louder 

Diminuendo – Get quieter 

Structure

Binary form – A piece of music where the structure is divided into 2 different sections, usually labelled A and B.

Styles

Blues - Originated from the Deep South telling the story of life as a slave using a few simple chords and several sad sounding notes known as blues notes.

Rock'n'roll -a type of popular dance music originating in the 1950s, characterized by a heavy beat and simple [melodies](#). Rock and roll was an [amalgam](#) of black rhythm and blues and white country music, usually based around a [twelve-bar](#) structure and an instrumentation of guitar, double bass, and drums.

Musical – Music from 'Musicals' - a play or film in which singing and dancing play an essential part. Musicals developed from light opera in the early 20th century.

Scottish – a genre of folk music that uses forms that are identified as part of the Scottish music tradition.

Latin American – Music originating from Latin America, namely the Romance language-speaking regions of South and Central America, south of the United States.

Instrumental techniques

Striking – using hand or beater to hit an instrument.

Blowing – using breath to create a sound with an instrument.

Bowing – Using a Bow to create sound on a stringed instrument.

Strumming – Using a brushing movement to create sound on the strings of an instrument.

Plucking – pulling individual strings to create a sound on a stringed instrument.

Instruments

Orchestra – a group of musicians playing a range of instruments; e.g. strings, brass, woodwind, percussion.

Acoustic guitar – a guitar which has a hollow body to create the sound. It may be electronically amplified.

Electric guitar – a guitar where the sound is created electronically from the strings, usually has a solid body. It must be connected to an amplifier to produce sound.

Piano

Drum kit – a specific arrangement of drums and cymbals, often seen in rock and pop music bands.

Voice – Using the voice to create music by singing, speaking or vocal percussion.

Choir – A group of singers.

Key Aspects codes

K&U= Knowledge
and Understanding

C=Creating

P=Presenting

THIRD LEVEL

AIM To engage in musical activities which: demonstrate confidence in performance skills, composing and musical understanding.

E & O code EXA 3-16a, EXA 3-17a, EXA 3-18a, EXA 3-19a

K&U Recognises a wide range of music styles, identifying instruments, genres and instrumental techniques.

K&U Evaluates their own work and the work of others, including visiting artistes, using appropriate music vocabulary.

C Uses voice, instruments, and technology to create music, showing understanding of musical structure, for example, creates in simple verse chorus form, creates short, sequenced pieces using technology, creates short 16 bar music in binary form, experiments with voices/instruments to create sound effects.

P Performs music individually, with accuracy, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 1.

K&U Evaluate a performance using musical vocabulary.

K&U Read treble clef lines and spaces.

K&U Read crotchet, minim, dotted minims and semibreves.

C Create musical ideas showing understanding of musical structure.

C I can create/edit musical ideas using music technology.

C + P Uses appropriate music performance plans, recording facilities and music notation to capture ideas, for example, uses treble clef notation or tablature or records using technology or creates a performance plan.

P Performs individually and as part of a group, communicating the mood and character of a piece of music, for example, uses appropriate dynamics and expression by following notated performance directions such as dynamic markings.

P Plays by ear or uses appropriate music notation, for example, treble clef notation, tablature, graphic scores or chord symbols, to give a group or individual performance.

P Perform a solo with accuracy on 2 instruments (at Grade 1 Level) with varying styles.

K&U Recognise a wide range of musical instruments and how they are played.

K&U Recognise these styles of music; blues, jazz, rock, pop, rock n roll, musicals, Scottish, Latin American.

K&U + P Read and follow dynamic instructions.

P Perform a solo with accuracy.

P Perform as part of a group.

Third Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
	I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. EXA 3-16a I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. EXA 3-17a I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. EXA 3-19a	• Performs music individually, with accuracy, from at least two contrasting styles, using two instruments or one instrument and voice, as solo performances to a standard equivalent to that of ABRSM Grade 1. • Plays by ear or uses appropriate music notation, for example, treble clef notation, tablature, graphic scores or chord symbols, to give a group or individual performance. • Performs individually and as part of a group, communicating the mood and character of a piece of music, for example, uses appropriate dynamics and expression by following notated performance directions such as dynamic markings. • Uses voice, instruments and technology to create music, showing understanding of musical structure, for example, creates in simple verse chorus form, creates short sequenced pieces using technology, creates short 16 bar music in binary form, experiments with voices/instruments to create sound effects. • Uses appropriate music performance plans, recording facilities and music notation to capture ideas, for example, uses treble clef notation or tablature or records using technology or creates a performance plan. • Recognises a wide range of music styles, identifying instruments, genres and instrumental techniques. • Evaluates their own work and the work of others, including visiting artistes, using appropriate music vocabulary.

