

Music at Early Level: Experiences & Outcomes

Early Level
Tracker



Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

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| EXA 0-16a | I enjoy singing and playing along to music of different styles and cultures. |
| EXA 0-17a | I have the freedom to use voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. |
| EXA 0-18a | Inspired by the range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feeling through musical activities. |
| EXA 0-19a | I can respond to music by describing my thoughts and feelings about my own and others' work. |
| EXA 0-01a | I have experienced the energy and excitement of presenting/performing for audiences and being part of the audience for other people's presentation/performances. |

Early Level Tracker: Music



Music

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| EXA 0-16a | Sing individually and as part of a group. | Differentiate between a speaking and singing voice. | Sing with some understanding of pitch (higher and lower). | Sing/chant with a louder or quieter voice. | Sing/chant at a faster or slower tempo. | Keep the beat with actions. | Walk to the beat. | |
| | Begin to internalise single words or short phrases in familiar songs/rhymes. | Clap the rhythm of a known song/rhyme (ta, te te, ta rest). | Follow simple pictorial rhythm notation for a known song/rhyme. | Use some percussion instruments to keep a steady beat. | Use some percussion instruments play along at a slower or faster tempo. | Use some percussion instruments to tap back a simple rhythm. | Use some percussion instruments play the rhythm of a known song/rhyme (ta, te te, ta rest). | |
| EXA 0-17a | Experiment with the voice to create different sounds e.g. speaking, singing, whispering, humming. | | Begin to identify and name some tuned and untuned percussion instruments. | Show respect for instruments in the classroom. | | Develop basic techniques for playing some untuned and tuned percussion instruments. | | Experiment with and talk about the sound quality (timbre) of different percussion instruments e.g. shake, tap, ting, boom. |
| | Use percussion instruments to accompany songs and play along keeping a steady beat. | | Use tuned and untuned percussion instruments to begin to explore tempo and dynamics. | Use tuned percussion instruments to begin to explore pitch | Use digital technology to capture short recordings of sound or performances. | | Use digital technology to listen back to recordings of sounds or performances | |
| EXA 0-18a | Explore sounds made by a range of tuned and untuned percussion instruments and everyday objects. | Use voice, body, instruments and everyday objects to create loud/quiet sounds, fast/slow sounds, high/low sounds | | Begin to recognise the timbre of some percussion instruments: shake (e.g. maraca), tap (e.g. claves), ting (e.g. triangle), boom (e.g. tambour). | | | Listen to and talk about sounds heard in everyday environments e.g. classroom, playground, street | |
| | Listen to soundscape recordings from different environments (e.g. beach, underwater, city) and respond by sharing thoughts and feelings. | Work individually or with a group to create own soundscapes and sound effects in response to a variety of stimuli e.g. sounds, pictures, stories, videos. | | Follow a leader to perform an improvised or rehearsed soundscape / sound picture / sound story using body percussion, voice, instruments and everyday objects. | | | Explore rhythm by copying and creating short patterns of sounds using voice, body, instruments or objects. | |
| EXA 0-19a | Understand the importance of being a good listener and listen appropriately to the views of others. | | Comment on own and others' work, celebrating success and giving some suggestions on how to improve. | | Listen to a range of live and/or recorded music, sharing thoughts and feelings, attempting to give reasons for likes and dislikes e.g. 'I heard...', 'I liked it because...', 'It made me think of...' | | | Begin to link emotions with music e.g. 'It made me feel...happy/sad/scared because...' |
| | Listen to different styles of music from Scotland and other cultures and begin to identify simple musical concepts e.g. familiar instruments and voices, fast/slow, loud/quiet, high/low | | | Demonstrate a steady beat with an instrument, body percussion or movement when listening to a piece of music. | | Express a response to music through other areas of Expressive Arts (Art & Design, Drama, Dance) e.g. creating a simple sequence of movements, demonstrating facial expressions and drawing or mark making | | |
| EXA 0-01a | Participate in a musical performance to the class, parents or in the community | | Develop basic performance techniques, for example: confidence, concentration and following a leader | Experience live performance as an audience member e.g. at other class performances, visiting musician/theatre group performances and visits to theatres/concert halls | | Develop ability to listen and concentrate on a short performance | | Celebrate the achievement of others at a performance |