

Curriculum for Excellence – Music Early Level

| | Experiences and Outcomes for planning learning, teaching and assessment | Benchmarks to support practitioners' professional judgement |
|--------------|---|--|
| Music | <p>I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a</p> <p>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</p> <p>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</p> <p>I can respond to music by describing my thoughts and feelings about my own and others' work. EXA 0-19a</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a / EXA 1-01a / EXA 2-01a</p> | <ul style="list-style-type: none"> • 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. <p>When communicating ideas and feelings through creative music activities:</p> <ul style="list-style-type: none"> • 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. |

Perth & Kinross Council Expressive Arts Framework – Music Early Level

| PRESENTING | | | |
|--|---|--|--|
| Intended Learning | Suggested Learning Activities | Suggested Success Criteria/Assessment | Suggested Resources |
| <p>We are learning –</p> <ul style="list-style-type: none"> to sing simple repetitive action, number and game songs | <p>Sing simple songs from memory, co-ordinating actions with words and music e.g. action/movement/number songs.</p> <p>Perform songs and games from around the world, including Scotland, showing some control over pitch and rhythm.</p> <p>Sing a variety of Singing Games and rhymes with associated activities for keeping beat/rhythm/pitch development e.g. NYCOS songs.</p> <p>Explore different ways of using the voice e.g. singing, whispering, speaking voice.</p> <p>Vary the speed of songs to experience tempo changes.</p> | <p>I can -</p> <ul style="list-style-type: none"> - use my voice in different ways - sing with others and on my own - perform actions at the appropriate times - recall the words and melodies of songs - suggest new actions/songwords for more verses - respond to different speeds | <p><i>Music Express First & Second Edition</i> books</p> <p><i>NYCOS Singing Games and Rhymes for Early Years</i></p> <p><i>Singing Sherlock</i> Book 1 and 3</p> <p><i>Anne Bryant Teaching Foundation Music</i></p> <p>Eileen Diamond <i>Let's Make Music Fun</i> Yellow/Red/Blue/Green books</p> <p>Out of the Ark books</p> <p>Sticky Kids CDs</p> <p>Youtube – audio, not always visual</p> |
| <ul style="list-style-type: none"> to use instruments as part of a song accompaniment or | <p>Improvise movement patterns keeping in time to a strong beat in a variety of musical styles e.g. tapping</p> | <ul style="list-style-type: none"> - keep a steady beat - respond to changes in the music | |

| | | | |
|--|--|--|-------------------------------------|
| <p>to play along with music</p> | <p>knees/clapping/patting head etc.</p> <p>Use instruments to keep a steady beat with a song or to play on specific words/phrases/chorus etc.</p> <p>Experiment with vocal sounds to keep a steady beat.</p> <p>Use instruments to try to keep the beat along to music of different styles and cultures e.g. Scottish dance music/rock.</p> <p>Use contrasting tempo/dynamics in songs and performances.</p> <p>Use a range of instruments to accompany different verses.</p> | <ul style="list-style-type: none"> - hold my instrument correctly - wait for my turn to play - play my instrument at the appropriate time | <p>www.Classical100.org website</p> |
| <p>• to play simple rhythms from a form of notation</p> | <p>Use simple rhythm banking ideas e.g. patterns of colours or topic related pictures to create pieces of music. Play as a whole class or pupils create their own in small groups (this activity also applies to creating.)</p> <p>Use simple notation (stick notation) to read and play simple rhythms – saying ta and te-te (ta-te.)</p> <p>Use simple notation/letter names/dots to show syllables/coloured dots as a means of notating an accompaniment to songs.</p> | <ul style="list-style-type: none"> - follow a simple form of music to play basic rhythms - start and stop playing at the correct time - follow directions e.g. from a conductor | |

| | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> • to prepare for a performance to share with a wider audience | Rehearse, and then perform songs/activities in groups to others in class and a wider audience. Discuss what makes a good performance/audience (also applies to <i>evaluating and appreciating.</i>) | <ul style="list-style-type: none"> - reflect positively on my performing achievements - appreciate a performance and be a good audience member | |
| CREATING | | | |
| Intended Learning | Suggested Learning Activities | Suggested Success Criteria | Suggested Resources |
| <p>We are learning –</p> <ul style="list-style-type: none"> • to recognise contrasting sounds in music (<i>timbre</i>) | <p>Explore body and vocal sounds such as clapping, tapping, rubbing, humming, whistling etc. e.g. how many different sounds can you make with your hands?</p> <p>Experiment with contrasts such as long/short sounds, fast/slow, high/low, quiet/loud and how to play/sing to achieve them.</p> <p>Explore instrumental sounds e.g. how many different sounds can you make with the drum or how many different ways can you play the claves?</p> <p>Explore and discuss differences between different instrument sounds e.g. metal and wooden sounds.</p> <p>Explore ‘found’ sounds such as rustling bags/corrugated paper.</p> | <p>I can</p> <ul style="list-style-type: none"> - use my imagination to demonstrate a variety of contrasting sounds - using my voice/body/everyday objects and instruments to make sounds - demonstrate the difference between contrasts such as loud/quiet and fast/slow. - name and recognise the sound of some simple classroom instruments | <p><i>Music Express First & Second Edition books</i></p> <p><i>Three Singing Pigs</i></p> <p><i>Three Tapping Teddies</i></p> <p><i>Bobby Shaftoe Clap Your Hands</i></p> <p>Classroom story books to interpret as sound stories/poems</p> <p>Ipads</p> <p>Computers</p> <p>Video/Sound Recorder</p> <p>As wide a variety of untuned and tuned percussion</p> |

| | | | |
|---|---|---|---------------------------------|
| <ul style="list-style-type: none"> • to use sounds to create moods and effects • how different music/sounds can encourage different responses • how to create and play from a graphic score | <p>Play instruments in a variety of ways e.g. scraping/striking/beating/shaking to create different moods and effects e.g. low voice and low, slow drum for a giant's footsteps.</p> <p>Explore different tempo e.g. hare running, tortoise moving slowly.</p> <p>Explore ways to direct music e.g. starting and stopping playing – e.g. red/green signals or teacher/pupil as conductor.</p> <p>Create graphic symbols to represent different types of sound e.g. long straight line for long, smooth sounds, lots of dots for a jumpy pattern. Experiment with vocal or instrumental sounds to play the symbols in different orders – individually, overlapping and all together.</p> <p>Create a graphic score to accompany a sound story or poem.</p> <p>Create a sound story/poem/match sounds to pictures.</p> <p>Use a piece of music/video clip as a stimulus to create own music e.g. weather/storm.</p> | <ul style="list-style-type: none"> - use instruments in different ways - use instruments for effects - recognise high and low sounds - follow simple directions for starting and stopping playing - play when directed or when shown a signal - draw symbols for sounds - offer suggestions on how to make sounds to represent the symbols - use my instrument to show different effects - follow a graphic score and play at the appropriate time | <p>instruments as possible.</p> |
|---|---|---|---------------------------------|

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • to create simple rhythm patterns | <p>Clap/tap rhythms for pupils to copy back. Use words to help support the rhythm e.g. ta, te-te (ta-te) quick/slow or topic related words.</p> <p>Explore basic rhythm through simple rhythm banking e.g. with pictures/colours/simple notation. Work as whole class, in pairs or in small groups, to order the pictures into a pattern to clap – try a pattern of 4 pictures first.</p> | <ul style="list-style-type: none"> - play/clap or repeat, given rhythms - follow a simple form of notation - create a rhythm pattern to play - play my pattern saying the words to help me | |
| <ul style="list-style-type: none"> • to use music technology to enjoy composing | <p>Record sound pictures and create effects using electronic equipment, microphones and computer programs/ipads.</p> <p>Experiment with sound using technology such as Keezy/Chatterpix apps.</p> | <ul style="list-style-type: none"> - experiment with technology to capture and alter sounds | |

EVALUATING AND APPRECIATING

| Intended Learning | Suggested Learning Activities | Suggested success Criteria/Assessment | Suggested Resources |
|--|---|--|--|
| <p>We are learning -</p> <ul style="list-style-type: none"> • how different kinds of music can generate different feelings/responses • to listen to others and accept and respect their | <p>Listen to, and discuss a wide range of music styles and genres. Try to give reasons for likes/dislikes.</p> <p>Explore imaginative responses to music through movement, dance or art e.g. play two contrasting pieces of music and ask pupils to move to the music –e.g.</p> | <p>I can-</p> <ul style="list-style-type: none"> - begin to describe a piece of music and why I like/dislike it - use my imagination to respond to the music - show sensitivity when evaluating the work of others | <p>www.Classical100.org</p> <p>Youtube</p> |

| | | | | |
|--|--|---|---|--|
| | <p>opinions</p> | <p>Toreadors March by Bizet and Dance of the Sugar Plum Fairy by Tchaikovsky. Discuss their responses.</p> <p>Explore emotions/feelings created by different styles/genres of music.</p> <p>Listen to others performing.</p> <p>Discuss and offer opinions on their own and others' work.</p> <p>Discuss how the music makes them feel and any likes and dislikes, giving reasons to support where possible.</p> <p>Use technology to record a performance which can then be listened to/watched e.g. ipad or voice recorder. Discuss their thoughts on their own or others work.</p> | <ul style="list-style-type: none"> - listen with concentration - accept and respect the opinion of others - focus on listening while others perform - encourage and support other performers - begin to appreciate live performances - use technology to record a performance – audio or visual | |
| | <ul style="list-style-type: none"> • to recognise different timbre of voices and instruments | <p>Play listening games to identify specific instruments/environmental sounds/voices etc. from recordings and live examples.</p> <p>Play or hum the melody of songs already learned – can pupils identify the song from melody alone?</p> <p>Clap the rhythm of a song already learned – can they identify the song from rhythm alone?</p> | <ul style="list-style-type: none"> - recognise melodies of familiar songs - recognise a song from its rhythm - recognise the sound of some musical instruments | |

