

Curriculum for Excellence – Music First Level

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Music	<p>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</p> <p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a</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 / EXA 1-18a / EXA 2-18a</p> <p>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 / EXA 2-19a</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"> • 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. <p>When communicating ideas and feelings through creative musical activities, working on their own and/or with others:</p> <ul style="list-style-type: none"> • 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.

Perth & Kinross Council Expressive Arts Framework – Music First 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 in unison and harmony <ul style="list-style-type: none"> to recognise the difference between beat and rhythm 	<p>Sing songs in a variety of styles aiming for improving control over pitch and volume and with some expression and clear diction.</p> <p>Sing/perform songs from around the world including Scotland and make comparisons between them e.g. language, rhythm.</p> <p>Sing rounds and partner songs.</p> <p>Play more complex singing games and rhymes e.g. NYCOS songs and games.</p> <p>Keep the beat along to a piece of music by clapping/tapping etc. Follow the leader for changing actions. Pupils can take turns to be the leader.</p> <p>Keep a beat on instruments when listening to music.</p>	<p>I can -</p> <ul style="list-style-type: none"> - sing songs showing more control over pitch and volume - sing songs with some expression and clear diction. - distinguish between songs from Scotland/UK and other cultures. - sustain my part when singing in rounds or parts - keep a beat by clapping - keep a beat on an instrument - walk a beat - keep a beat while others play a 	<p><i>NYCOS Singing Games and Rhymes for Early Years and Middle Years</i></p> <p><i>Singing Sherlock Book 1-4</i></p> <p><i>Anne Bryant Teaching Foundation Music</i></p> <p><i>Eileen Diamond Let's Make Music Fun</i> Yellow/Red/Blue/Green books</p> <p>Three Singing Pigs</p> <p>Three Rapping Rats</p> <p>High Low Dolly Pepper</p> <p>Music Express First and Second Edition</p> <p>Out of the Ark Story and</p>

<ul style="list-style-type: none"> • to play instruments as a simple accompaniment • to play short melodies on instruments • to play/sing from a form of notation • use a range of music vocabulary 	<p>Walk to the beat while singing simple songs and rhymes. Lay out rubber spots or feet to help visualise the number of beats.</p> <p>Sing a simple well-known song and keep the beat by tapping knees. Sing the same song but clap the rhythm. Sing the song with half the class keeping beat and half clapping the rhythm. Extend the activity using instruments.</p> <p>Perform simple melodies/accompaniments on instruments such as recorder, tuned percussion or keyboard, by ear or following a form of simple notation.</p> <p>Begin to learn some simple chords on ukulele to accompany songs.</p> <p>Introduce simple symbols used for basic rhythms e.g. ta, te-te (ta-te) and rest.</p> <p>Play music from a form of notation e.g. traditional stave, graphic symbols, rhythm patterns, letter names, chord boxes.</p> <p>Explore simple structures such as ostinato (repeated pattern,) ABA (ternary form.)</p>	<p>rhythm</p> <ul style="list-style-type: none"> - play a rhythm with others keep the beat - use instruments with accuracy while accompanying songs - sustain my part when playing an accompaniment - play simple melodies with accuracy - follow a form of notation and know how and when to play/stop - recognise the rhythmic names and symbols for some simple notation - demonstrate some control when playing instruments - use dynamics in my work - demonstrate control when using 	<p>Song Series</p>
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<ul style="list-style-type: none"> • to prepare for a performance to share with a wider audience 	<p>Follow performance instructions either from a conductor or notation e.g. dynamics.</p> <p>Rehearse, and then perform songs/activities in groups to others in class and a wider audience. Discuss and explore how to improve on performances. (also applies to <i>evaluating and appreciating.</i>)</p>	<p>two beaters e.g. allowing the beaters to bounce</p> <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 and create mood and effects in music • to identify the characteristic sounds of voices and instruments (<i>timbre</i>) 	<p>Use instruments and vocals to accompany a story or poem, with pupils selecting/suggesting appropriate sounds. Make use of contrasts such as tempo, duration, pitch and dynamics.</p> <p>Explore the different sound qualities of wood/skin/metal instruments and the different effects they can achieve (<i>timbre.</i>)</p> <p>Explore/learn how to correctly hold and play instruments and how this can alter the sound quality e.g. holding claves loosely, bouncing beaters.</p>	<p>I can</p> <ul style="list-style-type: none"> - choose effective sounds to represent events in a story/poem - demonstrate contrasts in the music I create - discuss and demonstrate different sound qualities of instruments (<i>timbre</i>) - demonstrate how moods and effects can be created through use of dynamics, pitch, rhythm etc. 	<p>Music Express First & Second Edition books</p> <p>Three Singing Pigs</p> <p>Three Rapping Rats</p> <p>Classroom story books to interpret as sound stories/poems</p> <p>As large a variety of tuned and untuned percussion instruments as possible</p> <p>BBC Ten Pieces Website</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. Extend the length and complexity of the rhythms.</p> <p>Clap simple repeated rhythms along to a song/piece of music (ostinato) e.g. repeating a few words from the lyrics.</p> <p>Play an ostinato pattern on tuned or untuned percussion as an accompaniment whilst others sing.</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 – extend the number of rhythms to be played.</p> <p>Create rhythm banks to produce short pieces of music. Perform in a variety of ways – e.g. different pupils play different lines or by allocating a specific rhythm to a group of pupils. Use body/vocal/instrumental sounds.</p> <p>Create short melodies using rhythm banks e.g. use three chime bars to make a tune using the rhythm bank.</p>	<ul style="list-style-type: none"> - play/clap or repeat, given rhythms - sustain my part while others play or sing - start and stop at the correct time - follow and play from a simple rhythm bank - create a rhythm pattern to play - play my pattern saying the words to help me - follow a simple form of notation - create a simple melody using given rhythms 	
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<ul style="list-style-type: none"> • to use different musical structures when inventing music • to use a range of technology to create music. 	<p>Explore different <i>structures</i> for inventions e.g. Verse/Chorus or ABA (ternary form.)</p> <p>Compose a piece of music in three sections ABA e.g. where A is loud, B is quiet and A is the loud section repeated.</p> <p>Vary the contrasts e.g. low/high/low or contrasting rhythms for sections A and B.</p> <p>Use programmes and apps such as Audacity/Garageband/Keezy to experiment with sound, pitch, dynamics and rhythm.</p> <p>Record live sounds which can be played back as part of a sound story.</p>	<ul style="list-style-type: none"> - identify structure in music e.g. Verse and Chorus or ABA form - use contrasts in my music - recognise and discuss rhythm, tempo, dynamics and pitch - record, alter and arrange sounds and music using technology play the sounds at the appropriate moment 	
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"> • to develop concentration and actively listen to music 	<p>Play games to help recognise melodies and rhythms of familiar songs/rhymes e.g.</p> <ul style="list-style-type: none"> ○ play or hum the melody of songs already learned – can pupils identify the song from melody alone? 	<p>I can-</p> <ul style="list-style-type: none"> - recognise songs already learned 	<p>BBC Ten Pieces</p> <p>Classical100.org – use Chrome browser</p> <p>Youtube – often audio only</p>

<ul style="list-style-type: none"> • to recognise and identify some musical instruments • to recognise how music can create/affect mood 	<ul style="list-style-type: none"> ○ clap the rhythm of a song already learned – can they identify the song from rhythm alone? ○ Play a few seconds of a recording of a song/-piece of music– can they identify it or do they need to hear more? <p>Investigate a wider range of instruments e.g. through the orchestra. Introduce different instrument sections e.g. strings, brass, percussion, woodwind and how the sounds are made e.g. bowing or blowing.</p> <p>Listen to programme music i.e. music with a story to enhance engagement e.g. Peter and the Wolf – Prokofiev, Sorcerer’s Apprentice – Dukas.</p> <p>Share response to music which describes moods and feelings using appropriate vocabulary, visual images or physical movements.</p> <p>Listen to a variety of contrasting pieces of music. Discuss what pupils can hear and how the music makes them feel in greater detail.</p> <p>Experiment and discuss how certain</p>	<ul style="list-style-type: none"> - name tuned and untuned percussion instruments - identify some instruments heard in the orchestra - explain how some instruments create their sound e.g. blowing/bowing/striking/ scraping - produce a creative response to music - share my thoughts and feelings about the music - recreate some creative effects using classroom instruments - describe how moods and effects can be created through use of dynamics, pitch, rhythm etc. 	
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<ul style="list-style-type: none"> • to be part of an audience • to give feedback on others' work 	<p>moods and effects are created in recordings and in class work e.g. low and slow compared to fast and high sounds. E.g. Carnival of the Animals by Saint-Saëns.</p> <p>Be part of an audience and respond appropriately to acknowledge the performance e.g. clap, participate, cheer.</p> <p>Listen to each other performing and share positive praise and areas for improvement against set success criteria.</p> <p>Continue to use appropriate music vocabulary when discussing music.</p>	<ul style="list-style-type: none"> - be a good audience member - focus on listening while others perform - show appreciation of live performances - encourage and support other performers - provide constructive feedback for others - accept and respect the opinion of others <p>discuss and evaluate others' feedback on my work</p>	
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