

Curriculum for Excellence – Music Second Level

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
<p>Music</p>	<p>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</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</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 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 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 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

Perth & Kinross Council Expressive Arts Framework – Music Second 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 and play more complex songs/melodies • to follow/respond to performance directions • to play/sing from a form of notation 	<p>Sing in unison and harmony with or without accompaniments e.g. rounds and part singing.</p> <p>Play a variety of classroom instrumental arrangements and accompaniments responding to performance directions e.g. written and/or from a conductor.</p> <p>Continue to play more complex singing games and rhymes. Pupils can create their own actions/patterns e.g. NYCOS songs and rhymes or cup songs.</p> <p>Take turns to assume the role of the conductor/follow conductor. Encourage eye contact and/or body language to acknowledge understanding e.g. holding instrument ready to play.</p>	<p>I can -</p> <ul style="list-style-type: none"> - sing with clear diction and accuracy in both rhythm and pitch - perform a piece of music showing accuracy in rhythm and melody - follow and give performance directions - participate in rhythm games - create new actions/rhythm activities for songs 	<p><i>NYCOS Singing Games and Rhymes for Middle Years Books 1 and 2</i></p> <p><i>Singing Sherlock Book 2-4</i></p> <p>Voiceworks Series</p> <p>Eileen Diamond <i>Let's Make Music Fun</i></p> <p>Yellow/Red/Blue/Green books</p> <p>Three Rapping Rats</p> <p>Music Express First and Second Edition</p> <p>BBC Ten Pieces Group Arrangements available on website</p>

CREATING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria	Suggested Resources
<p>We are learning –</p> <ul style="list-style-type: none"> to explore creative effects to notate music in different ways 	<p>Explore instruments in more subtle ways to produce atmosphere and mood e.g. playing slower, using light/firm pressure, trying different beaters.</p> <p>Combine the elements of music to communicate different moods and effects - dynamics, pitch, tempo, timbre etc. e.g. use instruments to create a walk through a dark wood and haunted house, or a bright summer's day.</p> <p>Create and play atmospheric and imaginative inventions – notate as a graphic score e.g. journey through space.</p> <p>Create music which displays contrasts e.g. a slow, quiet beginning, building to a fast and loud ending.</p> <p>Create music to reflect different moods e.g. excited, angry, sad, scared.</p>	<p>I can</p> <ul style="list-style-type: none"> - create contrasting sounds with instruments - use/combine instruments in subtle ways to produce moods and effects - identify key musical elements used in my composition e.g. pitch, rhythm, timbre etc. - create a graphic score to represent an invention 	<p>Music Express First & Second Edition books</p> <p>Three Rapping Rats</p> <p>Ipads/computer software</p> <p>Tuned and untuned percussion instruments</p> <p>Pupils own instruments</p>
<ul style="list-style-type: none"> to create more complex patterns to use different musical structures 	<p>Use rhythm banks and pentatonic scale on tuned percussion to create melodies – CDEGA.</p> <p>Create a simple ostinato or drone effect which can be played as an</p>	<ul style="list-style-type: none"> - use the pentatonic scale to create my own melody - notate my melody onto staff notation 	

	<p>chord patterns as a basis for songwriting/composition.</p> <p>Experiment with free Audacity sequencing/recording programme e.g. change pitch, tempo, edit length of tracks and sounds etc.</p> <p>Create own backing music to use as part of animation projects/school shows/drama work/jingle for a product or news broadcast.</p> <p>Plan and create a storyboard by either by drawing/writing/taking photos/ or acting out the story. Select and play sound effects/music to accompany the story.</p>	<p>project</p> <ul style="list-style-type: none"> - choose key moments to add sound effects to 	
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 analyse the use of musical elements • to develop our range of music vocabulary 	<p>Listen attentively and discuss different pieces of music, focussing in turn on specific musical elements -pitch, duration, dynamics, timbre, tempo, texture and structure.</p> <p>Analyse the use of musical elements in their own and others' work or musical recordings.</p>	<p>I can-</p> <ul style="list-style-type: none"> - recognise and describe the use of musical elements - discuss how the use of musical elements affects the mood of a piece of music 	<p>BBC Ten Pieces</p> <p>www.Classical100.org – use Chrome browser</p> <p>Youtube – audio, not always visual</p> <p>Live performances/concerts</p>

<ul style="list-style-type: none"> • to recognise different musical styles and genres • to give feedback on others' work 	<p>Discuss moods and effects created by the composer, using relevant music vocabulary.</p> <p>Listen attentively to a variety of musical styles and identify some key instruments e.g. saxophone in jazz or orchestral instruments in classical/film music.</p> <p>Discuss musical preferences using appropriate music vocabulary.</p> <p>Develop appraisal skills by reflecting on their own and others' performance and composition.</p> <p>Evaluate others work against set success criteria using appropriate music vocabulary.</p> <p>Provide feedback to others using music vocabulary.</p>	<ul style="list-style-type: none"> - identify different music styles - identify specific instruments used in different musical styles - share my opinion on a variety of music using appropriate music vocabulary - improve my performance through listening to the thoughts and ideas of others - accept and apply the feedback of others to improve my work <p>encourage and support other performers</p>	
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