<u>Curriculum for Excellence – Music Second Level</u>

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
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 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	 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

<u>Perth & Kinross Council Expressive Arts Framework – Music Second Level</u>

PRESENTING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria/Assessment	Suggested Resources
We are learning — • to sing and play more complex songs/melodies • to follow/respond to performance directions • to play/sing from a form of notation	Sing in unison and harmony with or without accompaniments e.g. rounds and part singing. Play a variety of classroom instrumental arrangements and accompaniments responding to performance directions e.g. written and/or from a conductor. 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. 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.	I can - - 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	NYCOS Singing Games and Rhymes for Middle Years Books 1 and 2 Singing Sherlock Book 2-4 Voiceworks Series Eileen Diamond Let's Make Music Fun Yellow/Red/Blue/Green books Three Rapping Rats Music Express First and Second Edition BBC Ten Pieces Group Arrangements available on website

 to communicate the mood and expression of music to expand our range of music vocabulary 	Sing songs with clear diction demonstrating accuracy in pitch, rhythm, phrasing, dynamics and interpretation. Play music games e.g. singing phrases 'in your head' and then out loud or drawing the shape of the phrase in the air as you sing. Play instruments individually or in groups demonstrating accuracy in pitch, rhythm, phrasing, dynamics and expression. Play and sing music in a variety of different styles and cultures e.g. blues, rock, folk, traditional, capturing the mood and character of the style. Explore and discuss different key music concepts/structure e.g. time signature, bars, coda etc.	 demonstrate expression in my singing demonstrate expression in my playing interpret the mood and atmosphere of different styles of music in my performances explain key features in musical notation e.g. time signature, bars, dynamics follow performance directions in notated parts
to play instruments as an accompaniment to songs.	Use instruments to accompany songs using a form of notation and showing an awareness of balance between singers and accompaniment. Play more complex rhythmic accompaniments on tuned and untuned percussion instruments using a form of notation. Continue to learn some simple chords on ukulele to accompany songs.	 accurately perform a piece of music or accompaniment follow performance directions in notated parts or from a conductor sustain my part while performing as part of the group/class

CREATING				
Intended Learning	Suggested Learning Activities	Suggested Success Criteria	Suggested Resources	
to explore creative effects to notate music in different ways	Explore instruments in more subtle ways to produce atmosphere and mood e.g. playing slower, using light/firm pressure, trying different beaters. 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. Create and play atmospheric and imaginative inventions — notate as a graphic score e.g. journey through space. Create music which displays contrasts e.g. a slow, quiet beginning, building to a fast and loud ending. Create music to reflect different moods e.g. excited, angry, sad, scared.	- 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	Music Express First & Second Edition books Three Rapping Rats Ipads/computer software Tuned and untuned percussion instruments Pupils own instruments	
to create more complex patterns	Use rhythm banks and pentatonic scale on tuned percussion to create melodies – CDEGA.	- use the pentatonic scale to create my own melody		
to use different musical structures	Create a simple ostinato or drone effect which can be played as an	 notate my melody onto staff notation 		

when creating music	accompaniment.	- create and sustain my ostinato part in a group invention
	Notate melodies using note names or with staff notation.	- notate my own rhythm patterns for invention
	Create an ostinato piece of music by combining different rhythmic patterns of music.	- use tuned percussion to improvise around a 12 bar blues
	In pairs or small groups, write/use stick notation rhythm patterns to create short pieces of music.	- write clear contrasting sections of music
	Play and improvise around a musical structure e.g. 12 bar blues on tuned percussion.	- create rhythmic patterns as part of a song/rhyme
	Create music which shows an understanding of structure e.g. ostinato, AB/ABA or rondo form.	
	Experiment with creating new rhythm patterns for a song or rhyme e.g. cup song.	
 to use a range of technology to create music. 	Experiment with music notation software e.g. Sibelius, Smartboard tools.	 use technology to create music create a chord pattern for use in
music.	Experiment with Garageband app to create different styles of backing track	my backing track — (garageband)
	e.g. dance or rock. Improvise over the backing track.	- accurately input the different instruments into the app
	Use Garageband to play and record	- use my music as part of a wider

EVALUATING AND APPR	chord patterns as a basis for songwriting/composition. Experiment with free Audacity sequencing/recording programme e.g. change pitch, tempo, edit length of tracks and sounds etc. Create own backing music to use as part of animation projects/school shows/drama work/jingle for a product or news broadcast. 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.	project - choose key moments to add sound effects to	
Intended Learning	Suggested Learning Activities	Suggested success Criteria/Assessment	Suggested Resources
to analyse the use of musical elements to develop our range of music vocabulary	Listen attentively and discuss different pieces of music, focussing in turn on specific musical elements -pitch, duration, dynamics, timbre, tempo, texture and structure. Analyse the use of musical elements in their own and others' work or musical recordings.	 recognise and describe the use of musical elements discuss how the use of musical elements affects the mood of a piece of music 	BBC Ten Pieces www.Classical100.org – use Chrome browser Youtube – audio, not always visual Live performances/concerts

to recognise different musical styles and genres	Discuss moods and effects created by the composer, using relevant music vocabulary. 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. Discuss musical preferences using appropriate music vocabulary.	 identify different music styles identify specific instruments used in different musical styles share my opinion on a variety of music using appropriate music vocabulary 	
to give feedback on others' work	Develop appraisal skills by reflecting on their own and others' performance and composition. Evaluate others work against set success criteria using appropriate music vocabulary. Provide feedback to others using 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 encourage and support other performers 	