**Sound Ideas – The Elements Progression Years 1-6**

**PULSE**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Pulse is a continuous, regular, steady beat that can be felt internally, like a musical ‘heart-beat’
 | * Feel and mark the pulse in different ways using the voice, body (tap knees) and percussion.
* Move rhythmically to the pulse of the music.
* Identify and mark the pulse and / or the rhythm of a song (tap, clap or use percussion)
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| **YEAR 2**  | * Pulse is a continuous, regular, steady beat that can be felt internally.
* Pulse can vary in tempo.
* Pulse continues even when the rhythm ‘rests’.
 | * Feel and mark the pulse in different ways using the voice, body (tap knees) and percussion.
* Set and maintain a new starting tempo in a song or percussion piece.
* Identify aurally ‘rest’ in rhythm using familiar songs.
* Separate rhythm and pulse i.e. mark the pulse whilst another group taps the rhythm of a song (i.e. in 2 parts) with awareness of when a rest in the rhythm occurs.
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| **YEAR 3** | * Pulse can be organised into strong and weak beats and grouped in different ways (metre).
* The pulse continues through rests in the rhythm.
* The pulse beat can be sub- divided into 2 – Simple Time
 | * Feel the strong beat, demonstrating a developing sense of metre (grouping of pulse in 2s, 3s or 4s).
* Mark the strong beats in different ways e.g. tapping, walking, using percussion.
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| **YEAR 4** | * Feel and mark the strong beats e.g. as part of an instrumental accompaniment to a known song.
* Use the bar line to help develop the sense of phrase in rhythm and melody.
* Begin to identify aurally how the pulse has been grouped e.g. in 2s, 3s or 4s.
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| **YEAR 5/6** | * Pulse can be organised into strong and weak beats and this can help characterise a musical genre and style e.g. to create the feel of a march, a waltz etc
* Pulse can be grouped in different ways (metre)
* The pulse beat can be sub-divided into 3 – Compound Time
 | * Feel and mark the strong beats e.g. as part of an instrumental accompaniment to a known song.
* Maintain the pulse accurately in vocal and instrumental performance
* Identify aurally how the pulse has been grouped e.g. in 2s, 3s or 4s.
* Identify aurally well-known musical ‘styles’ e.g. march, waltz, lullaby, reggae,
* Use the bar line to help develop the sense of phrase in rhythm and melody
* Begin to identify aurally examples of Compound Time ( 6/8)
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