**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) |
| **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. |
| **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. |
| **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. |
| **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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