

**Sound Ideas The Elements Progression Y1 – 6**

**Pitch**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Pitch is frequency of sound, higher or lower. | * Follow changing pitch movements with their hands, with some accuracy. * Use high, low and middle voices with some awareness of how each part of the voice ‘feels’ different. |
| **YEAR 2** | * Pitch can be represented in different ways, e.g. using SOLFA pitch names and hand signs. | * Recognise aurally differences in pitch (higher / lower; big jump/smaller jump/steps) and pitch direction, with growing accuracy * Continue to explore aurally the relationship between a limited number of pitches and show this e.g. using SOLFA hand signs and pitch names for:   **1. m s l** (Major Scale steps 3,5 and 6)  **2. d r m** (Major Scale steps 1,2 and 3) |
| **YEAR 3** | * Pitch can be represented using SOLFA pitch names and hand signs. | * Recognise aurally differences in pitch, distinguishing more accurately between bigger and smaller jumps (intervals) and steps. * Begin to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names for these groups:   **1. d r m** (MS steps 1,2,3) **2. m s l** (MS steps 3,5,6)  **3. d m s** (MS steps 1,3,5) **4. d r m f s** (MS 1,2,3,4,5)   * Read and perform (sing or play) simple melodic phrases using written symbols from the following pitch groups:   **1. d r m** (1,2,3**) 2. s l** (5,6) **3. d m s** (1, 3, 5) |
| **YEAR 4** | * Pitch can be represented using SOLFA pitch names and hand signs * Pitch can be represented using written symbols e.g. stave notation using a ‘ladder’ system. * Melodies are constructed using pitched patterns called scales. | * Recognize aurally differences in pitch, distinguishing between smaller and larger intervals (steps and leaps). * Continue to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names from these pitch groups:   **1. d m s** ( Major Scale steps 1,2,3)  **2. d r m f** (Major Scale steps 1,2,3,4)  **3. d r m f s l** (Major Scale steps 1,2,3,4,5,6)   * Begin to read and perform (vocal and instrumental) short melodic phrases using a simplified ‘ladder’ system ( 2 or 3 line stave) from these pitch groups:   **1. d m s** (MS steps 1,3,5)  **2. d r m** (MS steps 1,2,3**)**  **3. m s l** (MS steps 3,5,6)   * Explore the **Pentatonic Scale** – **d r m s l** (MS steps 1,2,3,5,6) - in simple melodic pieces and compositions (vocal and instrumental). |
| **YEAR 5** | * Pitch can be represented using SOLFA pitch names and hand signs. * Pitch can be represented using written symbols e.g. stave notation using a ‘ladder’ system. * There are many different forms of scale e. g major, minor, pentatonic and each has its own musical characteristics. | * Continue to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names from these pitch groups:   **1. d Low s** (Major Scale steps 1 and low 5)  **2. d r m f s l** (Major Scale steps 1,2,3,4,5,6)  **3. s l t d’** (Major Scale steps 5,6,7,8)   * Begin to read and perform short melodic phrases (vocal and instrumental) using a simplified ‘ladder’ system ( 3 line stave) from these pitch groups:   **1. d m s** (MS steps 1,3,5)  **2. d r m f** (MS steps 1,2,3,4)  **3. d r m f s l** (MS Steps 1,2,3,4,5,6)   * Sing songs which use major, minor and pentatonic scales and begin to identify them aurally. |
| **YEAR 6** | * Pitch can be represented using SOLFA pitch names and hand signs * Pitch can be represented using stave notation. * There are many different forms of scale e.g. major, minor, pentatonic, ‘blues’ and each has its own musical characteristics. | * Continue to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names from these pitch groups:   **1. d r m f s l** ( Major scale steps 1,2,3,4,5,6)  **2. m f s l** ( Major Scale steps 3,4,5,6)  **3. s l t d’** ( Major Scale steps 5,6,7,8)  **4. d r m f s l t d’** (Major Scale steps 1,2,3,4,5,6,7,8)   * Continue to read and perform melodic phrases (vocal and instrumental) using a 3, 4 and 5 line stave ‘ladder’ from these pitch groups:   **1. d r m f s l** (Major Scale steps 1,2,3,4,5,6)  **2. s l t High d’** (Major Scale steps 5,6,7,8)   * Sing songs which use major, minor, pentatonic and ‘blues’ scales and identify them aurally. |

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