

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

**Structure**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Pieces of music are organised in different ways, to give them shape – a beginning, middle and end.
* Phrase is an important element of musical structure and helps to give the music a sense of direction – setting out and arriving.
 | * Sing a variety of songs with growing awareness of the overall plan of the music (beginning, middle, end).
* Begin to identify aurally the length of a phrase in a simple song by marking the number of pulse beats
* Begin to feel and show phrase in a simple song e.g. by using an ‘arch’ hand movement out and back, to mark the start of each new phrase.
* Begin to recognise aurally where the rhythm or melody of a phrase is repeated or changed.
* Begin to identify simple structures like verse and chorus (ABAB) and ‘ABA’ (a ‘musical sandwich’).
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| **YEAR 2** | * Pieces of music are organised in different ways, to give them shape – a beginning, middle and end.
* Phrase is an important element of musical structure and helps to give the music a sense of direction – setting out and arriving.
 | * Sing a variety of songs with improving awareness of the overall plan of the music.
* Identify aurally the length of a phrase in a simple song by marking the number of pulse beats
* Feel and show phrase in a song
* Recognise where the rhythm or melody of a phrase is repeated or changed and begin to describe simple changes e.g. ‘’The last note is longer than before.’’
* Identify simple structures like verse and chorus (ABAB) and ‘ABA’ (a ‘musical sandwich’).
* Improvise and compose short pieces showing an awareness of simple structures e.g. Verse and Chorus; AB; ABA
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| **YEAR 3** | * A phrase is a melodic or rhythmic pattern, which functions as part of a musical sentence, giving the piece a sense of direction.
* In a song, phrase length is usually determined by the meaning of the words.
* Musical ideas can be improvised, fixed and organised in different ways - composition.
 | * Determine the length of a phrase (number of pulse beats in the phrase) and relate this to the overall structure of a song.
* Begin to analyse aurally the melodic and / or rhythmic structure of a simple song, noting use of repetition or changes:

e.g. in melodic shape – ‘Phrase 1 goes up but Phrase 2 comes down’; in rhythmic shape – ‘Phrase 1 has the same rhythm as Phrase 3, but the rhythms of 2 and 4 are different’.* Recognise aurally simple musical structures e.g. canon, round, verse and chorus, ABA and use of devises like drone and ostinato.
* Improvise and compose simple pieces and accompaniments using given structures and devices.
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| **YEAR 4** | * Musical ideas can be improvised, fixed and organised in different ways - composition.
 | * Determine the length of a phrase (number of pulse beats in the phrase) and relate this to the overall structure of a song.
* Continue to analyse aurally the melodic and / or rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato and sequence.
* Begin to recognise aurally the use of scales – major, minor and pentatonic and note their effect
* Recognise aurally simple musical structures e.g. canon, round, verse and chorus, ABA, Rondo ( ABACAD etc)
* Improvise and compose pieces and accompaniments using given structures and devices.
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| **YEAR 5** | * Musical ideas can be improvised, fixed and organised in different ways - composition.
 | * Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato, and sequence.
* Recognise aurally simple musical structures e.g. canon, round, verse and chorus, rondo, ABA and AABA
* Continue to recognise aurally the use of different scales – major, minor and pentatonic and note the effect created.
* Improvise and compose pieces and accompaniments using given structures and devices.
* Use notation as a support for creative work and performance.
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| **YEAR 6** | * Musical ideas can be improvised, fixed and organised in different ways – the process of composition.
 | * Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato, and sequence.
* Recognise aurally simple musical structures e.g. canon, round, verse and chorus, rondo, AABA, theme and variations etc
* Continue to recognise aurally the use of different scales – major, minor and pentatonic and note the effect created.
* Improvise and compose pieces and accompaniments using given structures and devices.
* Use notation as a support for creative work and performance.
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