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

**Texture**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Sounds can be combined in different ways to create different effects. | * Identify aurally how many sounds (vocal and instrumental) have been combined or organised – one sound, several sounds or many sounds. |
| **YEAR 2** | * Sounds can be combined in different ways to create different effects. | * Sing a range of songs as a soloist and in a group in unison / simple harmony (e.g. in a canon or using an ostinato pattern). * Maintain own melodic line in simple part work with increasing confidence and awareness of the effect created. |
| **YEAR 3** | * Sounds can be layered in different ways to make harmony and create a particular mood or effect. | * Sing a range of songs as a soloist and in a group in unison and simple harmony (rounds and canons, quodlibets, use of ostinato phrases). * Maintain own melodic line with growing confidence and control. * Play simple accompaniments to songs using devices like drone and ostinato (rhythmic and melodic). * Select and combine sounds in simple compositions, to create a particular mood or effect. |
| **YEAR 4** | * Sounds can be layered in different ways to make harmony and create a particular mood or effect. | * Sing a range of songs as a soloist and in a group, in unison and 2 / 3 part harmony (rounds and canons, quodlibets, ostinato phrases, simple harmony lines e.g. in 3rds). * Maintain own melodic line with confidence and control. * Play simple accompaniments to songs using devices like ostinato and sequence. * Select and combine sounds in simple compositions, to create a particular mood or effect. |
| **YEAR 5** | * Sounds can be layered in different ways to make harmony. * Groups of notes played simultaneously – ‘chords’ - can be use to harmonise a melody. | * Maintain own melodic line with confidence and control in 2 and 3 part harmony, with some awareness of the different harmonies produced (rounds and canons, quodlibets, ostinato phrases, simple harmony lines e.g. in 3rds). * Play simple accompaniments to songs using devices like ostinato, simple chords and arpeggio patterns and sequence. * Begin to show an understanding of how chords are constructed e.g. a simple 3 note triad like ‘d, m, s’ *(Major Scale steps 1,3,5)* |
| **YEAR 6** | * Harmony is produced using many different techniques and devices. | * Maintain own melodic line with confidence and control in 2 and 3 part harmony, with awareness of the different harmonies produced (using rounds and canons, drones, ostinato phrases, simple harmony lines e.g. in 3rds). * Demonstrate an understanding of how chords are constructed e.g. a simple 3 note triad like ‘d, m, s’ *(Major Scale steps 1,3,5)* * Identify aurally where chords change within a harmonic framework   and describe the effect of simple cadences (e.g. as ‘finished’ or ‘unfinished’)   * Play simple accompaniments to songs using devices like ostinato, drone, sequence and simple chords and arpeggio patterns |

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