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

**Timbre**

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|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **YEAR 1** | * Different sound sources produce different sound qualities – every instrument has its own unique ‘voice’ e.g. a violin sounds different from a trumpet; Dan’s voice sounds different from Sarah’s etc. * An instrument can make a range of different sounds. | * Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. wobbly, squeaky, rough etc. * Begin to identify how a sound has been produced e.g. by blowing, plucking, tapping, shaking etc. * Use percussion instruments and voices in different ways with growing awareness of the effect created. |
| **YEAR 2** | * Different sound sources produce different sound qualities. * An instrument can make a range of different sounds depending on how it is played. | * Recognise and name different class room percussion instruments. * Begin to recognise and name different orchestral instruments according to ‘family’ – brass, wind, strings, and percussion. * Describe an instrumental / vocal sound using appropriate vocabulary. * Compose simple pieces to create a specific mood or effect. |
| **YEAR 3** | * Every voice / instrument has its own unique sound qualities. * Sounds can be selected and combined to produce a particular effect, mood or feeling. | * Distinguish aurally between different sounds (vocal and instrumental) using appropriate descriptive vocabulary. * Select appropriate sounds in simple compositions and to accompany known songs. * Use own voice / instrument in different ways with increasing control. * Use voice expressively in songs with some awareness of effect created. |
| **YEAR 4** | * Every voice / instrument has its own unique sound qualities. * Sounds can be selected and combined to produce a particular effect, mood or feeling. | * Distinguish specifically between different sounds (vocal and instrumental) using appropriate descriptive vocabulary. * Select appropriate sounds in compositions and to accompany known songs. * Use own voice / instrument in different ways with good control. * Use voice expressively in songs with awareness of effect created. |
| **YEAR 5** | * Timbre is an expressive element in music that is used to achieve particular effects and moods. | * Continue to use the elements expressively in performances and composition with control and awareness of their effect. |
| **YEAR 6** | * Timbre is an expressive element in music that is used to achieve particular effects and moods | * Describe and compare different kinds of music using appropriate musical vocabulary. * Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. |

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Sound Ideas KS1 and 2 October 2019