**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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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