****

**‘Sound Ideas’ - The Elements and Singing Progression YEAR 2**

|  |  |  |
| --- | --- | --- |
|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **DYNAMICS** | * Changes in dynamics are used to add contrast or create a particular effect.
 | * Recognise aurally changes of dynamics in a song or instrumental piece (loud/medium/soft; sudden / gradual)
* Sing songs and play percussion instruments with improved control using a wider range of dynamics and gradations
* Sing songs expressively using appropriate changes in dynamics e.g. to add expression ad emphasise or make sense of the lyrics.
 |
| **DURATION** | * Note lengths and silences can be represented by rhythmic syllables.
* Rhythm can be represented using written notation of different kinds e.g. Morse Code or SOLFA symbols.

Rhythms can be added to songs to provide effective accompaniments | * Recognise aurally and speak e.g. using SOLFA rhythmic syllables for **1 and ½ beat notes – ‘ta’ and ‘te-te’ -** and mark **1 beat rests**, to repeat, improvise and compose short rhythmic patterns (4 beat phrases).
* Read, compose and perform short rhythmic phrases (1-2 bars in length) e.g. using SOLFA rhythmic symbols for crotchets, quavers and 1 beat rests.

Perform simple rhythmic accompaniments to known songs using percussion instruments |
| **TEMPO** | * Tempo is determined by the speed of the pulse.
 | * Set changes in tempo by controlling the speed of the pulse using songs and instruments.
 |
| **PITCH** | * 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) |
| **TIMBRE** | * 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 classroom 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. |
| **TEXTURE** | * 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.
 |
| **STRUCTURE** | * 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 |
| **SINGING** | * Good singing relies on the development of accurate pitching and use of ‘thinking voice’
* Good vocal technique improves vocal sound quality and control and allows the voice to be expressive.
 | * Sing a variety of songs, pitch-match with increasing accuracy and control.
* Sing songs which use within a widening range of pitches:

**d r m f s l** (Major Scale steps 1,2,3,4,5,6)* Use internal thinking voice with growing control to place the voice accurately and maintain own line in simple 2- part work (rounds and canons).
* Sing with awareness of good posture, breath control and clear diction.

Sing confidently to communicate meaning with increasing control over dynamic range and timbre. |

Soo Bishop MMF Programmes Director / ‘Sound Ideas’ KS1 and 2 October 2019