

MUSIC

Syllabus for Primary Schools

YEAR 1

LEARNING OUTCOMES

for

YEAR 1

1.1 PERFORMING	1.2 COMPOSING	1.3 LISTENING AND APPRAISING
1.1.1 Begin to sing nursery rhymes and unison songs	Begin to explore a range of resources for composing	1.3.1 Begin to recognise different ways of making sounds
1.1.2 Begin to play short musical phrases by ear and from symbols	1.2.2 Begin to compose musical patterns	1.3.2 Begin to recognise how the elements of music and sounds are used in music to create a mood or an effect
1.1.3 Begin to play simple pieces	1.2.3 Begin to compose accompaniments to songs	1.3.3 Begin to recognise music for different purposes
1.1.4 Begin to play accompaniments to songs	1.2.4 Begin to compose music	1.3.4 Begin to respond to music
1.1.5 Begin to rehearse and share music making	1.2.5 Begin to record compositions	1.3.5 Begin to express views about music

PROGRAMME

for

YEAR 1

1.1 PERFORMING

Learning Outcomes	Notes
<p>1.1.1 Begin to sing nursery rhymes and unison songs</p> <ul style="list-style-type: none"> • diction, • phrasing, • pulse and rhythm, • pitch, • and the expressive elements. 	<p>with enjoyment and from memory</p> <p>speak the words very clearly</p> <p>breathe at the end of phrases</p> <p>set the tempo by playing an introduction</p> <p>make actions matching the tempo</p> <p>identify high and low sounds in music through pitch games (using e.g. vowel sounds) and symbols</p> <p>importance of following pitch movement with hands indicating high or low, getting higher or lower or staying the same</p> <p>e.g. sing happily or sadly, gently or strongly, with appropriate facial expressions according to the mood of the song</p>
<p>1.1.2 Begin to play short musical phrases by ear and from symbols</p>	<p>e.g. exploring a simple melodic phrase on a glockenspiel</p> <p>playing from visual symbols</p>
<p>1.1.3 Begin to play simple pieces</p>	

<p>1.1.4 Begin to play accompaniments to songs:</p> <ul style="list-style-type: none"> • set the tempo by playing an introduction • play on the pulse 	
<p>1.1.5 Begin to rehearse and share music making</p>	<p>sing standing up be aware that you are singing with others understand a conductor's gestures e.g. to start and finish together gain confidence and enjoyment through shared experience</p>

1.2 COMPOSING

Learning Outcomes	Notes
<p>1.2.1 Begin to explore a range of resources for composing e.g.:</p> <ul style="list-style-type: none"> • identify sound sources around us • make a variety of sounds with: <ul style="list-style-type: none"> voice body classroom instruments electronic keyboards • describing these sounds 	<p>at school <i>e.g. pencils</i>; at home <i>e.g. kitchen utensils</i></p> <p>e.g. speaking, chanting, singing, making various vocal descriptive sounds, e.g., imitating animal sounds</p> <p>e.g. finger snapping, clapping, knee slapping, stamping</p> <p>identify tuned and untuned classroom instruments by name; learn playing techniques to produce quality sounds</p> <p>use a musical vocabulary e.g. regarding pitch: <i>high, low</i>; duration: <i>long, short</i>; dynamics: <i>loud, quiet</i>; tempo: <i>fast, slow</i>; timbre: <i>tinkling, rattling</i>.</p>
<p>1.2.2 Begin to compose musical patterns:</p> <ul style="list-style-type: none"> • rhythmic patterns based on names of pupils, flowers etc., to be chanted or played on their own and in sequence controlled by a pulse • setting rhythmic patterns to music • melodic patterns with given notes 	<p>use rhythm cards</p>

	e.g. three-note tunes with given notes, say, CDE, which could be written down using dot notation and sung
--	---

<p>1.2.3 Begin to compose accompaniments to songs: reflect on the mood of the song, choose sounds and play expressively:</p> <ul style="list-style-type: none"> • on the pulse • any special effects 	<p>e.g. a glissando on a glockenspiel at the moment the mouse runs up the clock (while singing Hickory, Dickory, Dock)</p>
<p>1.2.4 Begin to compose music:</p> <ul style="list-style-type: none"> • explore, select and organise sounds to compose musical effects 	<p>e.g. a long sound to imitate the sound of a washing machine and short sounds to imitate dripping water (played one after each other/ at the same time)</p> <p>Jack and Jill coming down the hill and falling</p> <p>a sequence of sounds e.g. light rain - gets heavier - louder and faster - slows down - dies away</p>
<p>1.2.5 Begin to record compositions</p> <ul style="list-style-type: none"> • on cassette • use symbols 	<p>for better evaluation</p> <p>where appropriate</p>

1.3 LISTENING AND APPRAISING

Learning Outcomes	Notes
<p>1.3.1 Begin to recognise different ways of making sounds e.g.</p> <ul style="list-style-type: none"> • using the voice • using body percussion • using classroom instruments • using various objects 	<p>e.g. by vocalising e.g. by snapping fingers, clapping, slapping knees, stamping feet e.g. by hitting, shaking, scraping, tapping e.g. by blowing through bottles, plucking strings (rubberbands)</p>
<p>1.3.2 Begin to recognise how the elements of music* and sounds are used in music to create a mood or an effect</p> <p>*elements of music: pitch, duration, dynamics, tempo, timbre, texture and their use within structure</p>	<p>e.g. music describing birds: <i>The Aviary</i> from <i>The Carnival of the Animals</i> by Saint-Saens</p> <p>elves at work: ‘<i>Troika</i>’ from <i>Lieutenant Kije</i> by Prokofiev</p>
<p>1.3.3 Begin to recognise music for different purposes</p>	<p>e.g. singing during football games singing to celebrate a happy birthday singing a lullaby to send baby to sleep</p>
<p>1.3.4 Begin to respond to the musical elements, character and mood of music by means of movement, dance or other forms of expression</p>	<p>e.g. making up appropriate movements to <i>nursery rhymes</i> and <i>action songs</i> with particular reference to pulse response, starting and stopping, recognition of phrasing and the shape of the tunes</p>
<p>1.3.5 Begin to express views about music using simple terms.</p>	