

Music

Curriculum 'Glance Cards'

A fundamental principle of the curriculum is that children's current understanding and knowledge should form the basis for new learning. The curriculum is designed to follow an incremental approach to teaching and learning by increasing the complexity of concepts as the child progresses through the primary school. The content objectives outlined in each of the strand units observe a spiral progression as the curriculum advances from infants to sixth class.

These curriculum "glance cards" were designed to provide a one-page overview of the content objectives in each strand unit for all class levels. **It is not intended that these glance cards replace the curriculum documents** but that rather they will provide an immediate snapshot of how particular concepts are developed from infants to sixth class.

Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learn after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.

Teachers may find this useful when they are engaging in continuing professional development, or when they are planning for teaching and learning. However, **it is essential that teachers consult the curriculum documents when engaging in planning as the content objectives are expanded upon in the context of the various class levels.**

It is also assumed that every content objective in these cards is preceded by "**The child will be enabled to....**" as is stated in the curriculum. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, it is intended that teachers continue to explicitly teach these concepts if the required level of understanding has not been reached. If the learning objective has been realised, the teacher will endeavour to maintain and consolidate the learning.

Strand: Listening and responding

Strand unit: Exploring sounds

Infants	First and second	Third and fourth	Fifth and sixth
<i>Environmental Sounds</i>	<i>Environmental Sounds</i>	<i>Environmental Sounds</i>	<i>Environmental Sounds</i>
Listen to, identify and imitate familiar sounds in the immediate environment from varying sources	Listen to, identify and describe sounds in the environment with increasing awareness	Listen to and describe a widening variety of sound from an increasing range of sources	Listen to sounds in the environment with an increased understanding of how sounds are produced and organised
Describe sounds and classify them into sound families	Recognise and classify sounds using different criteria	Classify and describe sounds within a narrow range	
	Recognise and demonstrate pitch differences	Recognise and demonstrate pitch differences	
<i>Vocal Sounds</i>	<i>Vocal Sounds</i>	<i>Vocal Sounds</i>	<i>Vocal Sounds</i>
Recognise the difference between the speaking voice and the singing voice and use these voices in different ways	Identify pitch differences in different voices	Discover the different kinds of sounds that the singing voice and the speaking voice can make	Explore a range of sounds that the singing voice and the speaking voice can make
Recognise different voices			Distinguish and describe vocal ranges and tone colours heard in a piece of music
Use sound words and word phrases to describe and imitate selected sounds	Explore the natural speech rhythm of familiar words	Imitate patterns of long and short sounds vocally	
<i>Body percussion</i>	<i>Body percussion</i>	<i>Body percussion</i>	<i>Body percussion</i>
Discover ways of making sounds using body percussion	Discover ways of making sounds using body percussion	Discover ways of making sounds using body percussion, in pairs and small groups	Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups
<i>Instruments</i>	<i>Instruments</i>	<i>Instruments</i>	<i>Instruments</i>
Explore ways of making sounds using manufactured and home-made instruments	Explore ways of making sounds using manufactured and home-made instruments	Explore ways of making sounds using manufactured and home-made instruments	Explore ways of making sounds using manufactured and home-made instruments
Experiment with a variety of techniques using manufactured and home-made instruments	Explore how the sounds of different instruments can suggest various sounds and sound pictures	Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures	Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures

Strand: Listening and responding

Strand unit: Listening & responding to music

Infants	First and second	Third and fourth	Fifth and sixth
Listen to a range of short pieces or excerpts	Listen to a range of short pieces or familiar and unfamiliar pieces of music or excerpts	Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate	Listen to a describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context
		Describe initial reaction to, or feelings about, his/her compositions and the compositions of others, giving preferences	Listen to his/her own compositions and the compositions of others and evaluate in terms of personal response, choice of instruments and expressive qualities
Respond imaginatively to short pieces of music through movement	Respond imaginatively to pieces of music through movement		
Talk about pieces of music, giving preferences and illustrate responses in a variety of ways	Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways	Respond imaginatively to longer pieces of music in a variety of ways	Respond imaginatively to music in a variety of ways
			Examine the effects produced by different instruments
Show the steady beat in listening to live or recorded music	Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants	Show the steady beat in listening to live or recorded music accompanying songs or chants	
	Differentiate between steady beat and music without a steady beat	Differentiate between steady beat and music without a strong beat	
		Recognise strong and weak beats, illustrating them through gestures	Recognise strong and weak beat patterns, illustrating them through gestures
Recognise and show the difference between fast and slow tempos	Identify and show the tempo of music as fast or slow, getting faster or getting slower	Identify and describe the tempo of music as fast or slow or getting faster or slower	Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance
Recognise and show the difference between loud and soft sounds	Differentiate between sounds at different dynamic level		
Listen and respond to patterns of long sounds and short sounds	Perceive the difference between long and short sounds	Distinguish between sounds of different duration while listening to music	
Recognise and show the difference between high and low sounds	Identify obviously different instruments	Identify some families of instruments	Identify families of instruments
			Distinguish the main instrument heard in a piece of music
		Respond appropriately to obviously different sections in a piece	Determine simple form and represent through gestures
		Discover two-beat time and three-beat time by using gestures to accompany music	Identify two-beat or three-beat time in moving to music
		Experience six-eight time time	Identify six-eight time in moving to music

			Experience dotted rhythms or syncopation in familiar tunes through gestures and movement
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Strand: Performing

Strand unit: Song singing

Infants	First and second	Third and fourth	Fifth and sixth
Recognise and sing familiar songs and melodies from other sources	Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies	Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression	Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural context
Recognise and imitate short melodies in echoes, developing a sense of pitch	Recognise and imitate short melodies in echoes	Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range	Perform familiar songs with increased control of dynamics, phrasing and expression relate words and mood of a song to a style of performance
Show the steady beat in listening to or accompanying songs or rhythmic chants	Show the steady beat (pulse) when performing familiar songs, singing games or rhythmic chants	Show greater control of pulse (steady beat) and tempo while singing well-known tunes	
	Understand the difference between beat and rhythm	Understand the difference between beat and rhythm	
Show, while singing, whether sounds move from high to low or from low to high	Perceive the shape of melodies as moving upwards, downwards or staying the same		
Perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate	Select the dynamics most suitable to a song	Perform familiar songs with increasing awareness of dynamics, phrasing (appropriate breaks in the music) and expression	Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture
	Notice obvious differences created between sections of songs in various forms	Notice differences between the sections of songs in various forms	Notice the differences created between the sections of songs in different forms
			Explore structural elements within familiar songs
		Perform a rhythmic or melodic ostinato (a pattern that is repeated over and over) or a drone (long held notes) to accompany a song	Perform a rhythmic or melodic ostinato or drone in accompanying a song
		Perform, in groups, simple rounds in two or more parts	Perform a round in several different textures
			Distinguish individual parts in a round by singing, listening, moving, or by observing notational cues
			Perform, as part of a group, two songs sung individually and as partner songs
			Perform, as part of a group, arrangements of songs that include simple

			countermelodies or harmony parts
			Identify unison parts (playing or singing the same line) and harmony parts (two or more independent parts together) visually (from notation) and aurally

Strand: Performing

Strands unit : Literacy

Infants	First and second	Third and fourth	Fifth and sixth
<i>Early Literacy</i>			
Match selected sounds with their pictured source			
<i>Rhythm</i>	<i>Rhythm</i>	<i>Rhythm</i>	<i>Rhythm</i>
Recognise and perform simple rhythm patterns from pictorial symbols	Identify and perform familiar rhythm patterns from memory and from notation	Identify and define the rhythm patterns of well known songs and chants	Recognise longer and more complex rhythm patterns of familiar songs and chants
		Recognise and use some standard symbols to notate metre (time) and rhythm	Recognise, name and use some standard symbols to notate metre (time) and rhythm
	<i>Pitch</i>	<i>Pitch</i>	<i>Pitch</i>
		Recognise and sing simple tunes in a variety of ways	Recognise and sing familiar tunes in an increasing variety of ways
	Recognise the shape (contour) of a simple melody	Recognise the shape (contour) of melodies on a graphic score or in standard notation	Recognise the shape (contour) of a melody and movement by steps or by leaps, from a graphic score or from notation
	Recognise and sing familiar tunes and singing games within a range of two or three notes	Use standard symbols to identify and sing a limited range of notes and melodic patterns	Use standard symbols to read, sing and play simple melodies from sight
	<i>Rhythm and Pitch</i>	<i>Rhythm and Pitch</i>	<i>Rhythm and Pitch</i>
	Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch	Use standard symbols to notate simple rhythm and pitch	Use standard notation with increasing fluency and accuracy to notate simple rhythm and pitch
		Discover how pentatonic tunes (based on five notes: d,r,m,s,l) can be read, sung and played in G doh, C doh, or F doh	Recognise that melodies can be read, sung or played in different keys
			Read, sing and play simple tunes from sight with G doh, C doh, or F doh
			Understand the function of major key signatures as indicating the position of doh

Strand: Performing

Strand unit: Playing instruments

Infants	First and second	Third and fourth	Fifth and sixth
Play simple percussion instruments	Play some percussion instruments with confidence	Discover different ways of playing percussion and melodic instruments	Perform a range of playing techniques on a wide selection of percussion and melodic instruments
Use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants	Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants	Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants	Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants
	Identify and perform simple two-note or three-note tunes by ear or from simple notation (using tuned percussion instruments e.g. chime bars, glockenspiel)	Identify and perform simple, familiar tunes from memory or from notation	Identify and perform familiar tunes from memory or from notation independently

Strand: Composing

Strand Unit: Improvising and creating

Infants	First and second	Third and fourth	Fifth and sixth
Select sounds from a variety of sources to create simple sound ideas, individually and in groups	Select sounds from a variety of sources to illustrate a character or a sequence of events, individually and in groups	Select different kinds of sounds (voice, body percussion, untuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound stories	Select from a wide variety of sound sources (voice, body percussion, untuned and tuned percussion, melodic instruments and technology) for a range of musical purposes
Invent and perform short, simple musical pieces with some control of musical elements	Invent and perform short musical pieces with increasing ease and control of musical elements (e.g. story of a storm)	Invent and perform simple musical pieces that show a developing awareness of musical elements	Invent and perform pieces that show an increasing awareness and control of musical elements
Improvise new answers to given melodic patterns.	Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments	Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments	Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments

Strand: Composing

Strand unit: Talking about and recording composition

Infants	First and second	Third and fourth	Fifth and sixth
Talk about his/her work and the work of other children	Talk about his/her work and the work of other children	Describe and discuss his/her work and the work of other children	Reflect upon and evaluate his/her work and the work of other children
Invent graphic symbols for single sounds and sound effects	Invent graphic symbols or use standard notation to represent selected sounds	Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions	Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions
Record compositions on electronic media	Record compositions on electronic media.	Record compositions on electronic media	Record compositions on electronic media

