

Jolly Music: Overview of learning for all levels (Beginners to Level 4)

	Beginners	Level 1	Level 2	Level 3	Level 4
Pitch	<ul style="list-style-type: none"> ◆ Distinguish between high and low ◆ Show the pitches of known material with hand movements ◆ Match someone else's pitch ◆ Show the pitches of a song with actions ('Rain is falling down') 	<ul style="list-style-type: none"> ◆ Be able to sing greeting at a different pitch from previous person ◆ Showing the shape of a melody with hand movements ('musical pencils') and body movements ('Jack in the Box') ◆ New Q&A greeting, emphasis on pitch matching ◆ Increased emphasis on showing <i>so</i> and <i>mi</i> in sung greeting (names not learned yet) ◆ Show pitches sung by the teacher in random order (<i>so</i> and <i>mi</i> only) ◆ Learn the solfa names and handsigns for <i>so</i> and <i>mi</i> 	<ul style="list-style-type: none"> ◆ Show the pitches of three-pitch tunes with body movements ◆ Work on creating 'reverse' versions of simple two-pitch tunes ◆ Observe similarities between melodies ◆ Learn the solfa name <i>la</i> and its handling 	<ul style="list-style-type: none"> ◆ Sing known and new tunes from handsigns shown by the teacher ◆ Work out the pitches and show handsigns for three-pitch tunes sung by the teacher ('Hello, everyone' variations) ◆ Sing back a tune sung by the teacher, with solfa and handsigns ◆ Use body movements to show the pitches of a song with l-s-m-d ◆ Learn the new solfa name <i>do</i> and its handsign ◆ Learn new material by singing from the teacher's handsigns ◆ Identify the 'playground chant' (<i>s-m-l-s-m</i>) in songs, especially traditional children's songs ◆ 'Singing piano' – each child sings one pitch of a song 	<ul style="list-style-type: none"> ◆ Work out the solfa and show the handsigns for short 'chains' of four notes sung by the teacher ◆ Work out the solfa for increasingly complex melodies, including 'Chicken on a Fencepost' (toneset <i>l s m r d</i>) ◆ Learn the new solfa name <i>re</i> and its handsign
Listening	<ul style="list-style-type: none"> ◆ Respond to sung instructions with and later without words ◆ Signals game (respond to a variety of sung signals without words) ◆ Learn signals for teacher sings/ class sing 	<ul style="list-style-type: none"> ◆ New signal, 'Come and make a line' ◆ New signal, 'Turn yourself around' ◆ Signals game with more signals ◆ Altering the melody of known songs; analysing the changes ('Jelly on a Plate') ◆ Recognise songs from their rhythm 	<ul style="list-style-type: none"> ◆ Identify short melodies sung in random order by teacher ('Hello, everyone') 	<ul style="list-style-type: none"> ◆ Compare songs phrase by phrase and observe the similarities and differences in rhythm and pitch 	<ul style="list-style-type: none"> ◆ Identify the pattern <i>d-m-s</i> and its reverse in new songs ◆ Be able to identify the toneset in songs and Hellos
Pulse and rhythm	<ul style="list-style-type: none"> ◆ Perform actions in time with pulse of song or rhyme, individually, in pairs, and changing partners, and moving from simpler to more complex actions ◆ Learn the concept of pulse ('heartbeat') and later the word 'pulse' ◆ Be able to find the pulse of a song ◆ Count the beats in a song ◆ Tap the rhythm of songs ◆ Learn the word 'rhythm' ◆ Compare the rhythms of two songs ◆ Identify a song by its rhythm 	<ul style="list-style-type: none"> ◆ Walk the pulse while playing it on a drum ◆ More complex games ◆ Distinguish between rhythm and pulse ◆ Work on rhythm in singing and thinking voices; work on Q&A songs in the same way ◆ Echo short rhythms performed by the teacher ◆ Play 'pass the song' (each child in a group sings one beat of the song) ◆ Show the accents in a song ('On a Log') ◆ Perform rhythm and pulse together in groups, in singing and thinking voices ◆ Observe same rhythms in different songs 	<ul style="list-style-type: none"> ◆ Find a slower and faster pulse in a rhyme ◆ Continue work on performing rhythm and pulse together in groups or duets ◆ Work out and perform the rhythms of known songs ◆ Continue to work on the difference between pulse and rhythm ◆ Clap back and say rhythm names of short rhythms performed by teacher ◆ Walk the pulse and clap the rhythm simultaneously ('Listen, Listen') 	<ul style="list-style-type: none"> ◆ Consolidation of pulse work through actions and games ◆ Observe the difference in tempo between similar songs ◆ Increase or decrease the tempo of songs ◆ Consolidation of rhythm work through actions and games ◆ Performing rhythm of songs with body percussion ◆ Sing 'The Wolf Song' and perform ostinato with body percussion at the same time 	<ul style="list-style-type: none"> ◆ Observe that in some songs the beats are grouped in twos ('Bounce High', 'Mrs White') or fours ('The Magic Box', 'Dusky Bluebells') ◆ Perform increasingly complex actions in time with songs and rhymes ◆ Walk the pulse and clap the rhythm at the same time ('Mrs White') ◆ Continued ostinato work ('Ickle, Ockle')
Rests	<ul style="list-style-type: none"> ◆ Learn songs with rests ◆ Perform an action in a rest ◆ Improve actions and sounds in a rest ◆ Learn what rests are; revise songs with rests and identify the rests ◆ Work on consciously showing rests 	<ul style="list-style-type: none"> ◆ Continued work on showing rests. ◆ Learn the rest gesture 	<ul style="list-style-type: none"> ◆ Understanding that the pulse continues through rests 	<ul style="list-style-type: none"> ◆ Working with phrases in songs with rests 	<ul style="list-style-type: none"> ◆ Continued work on keeping the pulse through rests ('Pass the pulse')

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Phrasing and structure	<ul style="list-style-type: none"> ◆ Develop feeling for the length of a song (trotting game) ◆ Group and duet work with Q&A songs ◆ Q&A games (e.g. 'Doggie, Doggie') 	<ul style="list-style-type: none"> ◆ Continued work on Q&A songs ◆ Observe same rhythms in different songs 	<ul style="list-style-type: none"> ◆ Show accents by bouncing ball ◆ Perform alternate phrases of a rhyme or song in different voices ◆ Perform rhyme as a 'relay' – one group performs each phrase ◆ Count the phrases in a song ◆ Play a game that involves changing partners after each phrase 	<ul style="list-style-type: none"> ◆ Identify phrases in songs with uneven phrase lengths ◆ 'Conversation' songs 	<ul style="list-style-type: none"> ◆ Perform song with groups and whole class alternating; describe the form of the performance using letters (e.g. ABA) ◆ Show open and closed phrase endings with body movements while singing a song
Repertoire	<ul style="list-style-type: none"> ◆ Learn songs with two pitches (<i>s, m</i>) and three pitches (<i>s, m, d</i> or <i>s, l, m</i>) 				<ul style="list-style-type: none"> ◆ Learn songs with five pitches (<i>l, s, m, r, d</i>)
Performance	<ul style="list-style-type: none"> ◆ Perform a song or rhyme solo ◆ Explore different kinds of voice production ◆ Be able to alter the speed of a song ◆ Change voices (speak, sing, whisper) at a given signal 	<ul style="list-style-type: none"> ◆ Work on getting louder and getting softer 	<ul style="list-style-type: none"> ◆ Perform 'Engine, Engine' with pulse ostinato in two groups ◆ Perform 'Engine, Engine' with rhythm ostinato in two groups ◆ Play more complex games with partner clapping and changing partners 	<ul style="list-style-type: none"> ◆ Be able to perform known material with words, solfa names and handsigns, or rhythm names ◆ Perform song with words and rhythm names in two groups ◆ Control the tempo of a song ◆ Games with actions showing pulse and rhythm, and using rests ◆ Perform a short tune in canon ('Row, Boys, Row'), with words and with solfa names 	<ul style="list-style-type: none"> ◆ Sing the question solo in a Q&A song ◆ Sing in different voices as cued by the teacher): singing, speaking, thinking, whispering, humming, with solfa names, with rhythm syllables ◆ Perform a song while the teacher sings or plays a countermelody ('Geshem, Geshem Bo')
Improvisation	<ul style="list-style-type: none"> ◆ Improvise pulse actions to a song ◆ Improvise different words to 'Up and Down' 	<ul style="list-style-type: none"> ◆ Improvise sung answers to a sung question ('What do you wish for?') ◆ Improvise words to the rhyme 'Jelly on a Plate' 	<ul style="list-style-type: none"> ◆ Improvise words to the 'Bounce and Catch' game 	<ul style="list-style-type: none"> ◆ Improvise rhythm patterns with a partner ◆ Improvise rhythm patterns in turn to a steady pulse ◆ Improvise sung answers to sung questions 	<ul style="list-style-type: none"> ◆ Improvise four-note melodies for the class to sing back ◆ Improvise melodies to a rhyme ('Five Fat Sausages') ◆ Lead the 'Magic Box' game, improvising tunes for the questions ◆ Lead the Lemonade game, changing the words, the starting pitch or both.
Concepts / analysis	<ul style="list-style-type: none"> ◆ Distinguish between loud and quiet, fast and slow, speaking and singing; be able to perform in these ways 				<ul style="list-style-type: none"> ◆ Perform song with groups and whole class alternating; describe the form of the performance using letters (e.g. ABA) ◆ Describe the form of a song's rhythm, using one letter for each phrase (e.g. 'Love Somebody', AAAB) ◆ Identify whether the melody of each phrase in a song is 'open' or 'closed'
Vocabulary	<ul style="list-style-type: none"> ◆ <i>Pulse, song, rhyme, 'thinking voice', quartet, rhythm, duet, rest</i> 	<ul style="list-style-type: none"> ◆ <i>Singing name/solfa; the solfa names so, mi; the rhythm names ta, ti-ti</i> 	<ul style="list-style-type: none"> ◆ <i>phrase; the solfa name la</i> 	<ul style="list-style-type: none"> ◆ <i>canon, ostinato, tempo; the solfa name do</i> 	<ul style="list-style-type: none"> ◆ <i>toneset, folk song; tutti, solo; open/closed (with reference to phrase endings); the solfa name re; the rhythm names tika-tika and ta-a</i>

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Musical literacy	<ul style="list-style-type: none"> ◆ Work with visual representation of the pulse (hearts) in several songs 	<ul style="list-style-type: none"> ◆ Create visual representations of rhythm combined with pulse for known songs (writing words, then crosses, on to heartbeats) ◆ Understanding how rhythm relates to pulse. Create these from known songs. ◆ Recognise songs from rhythm pictures ◆ Learn the rhythm names <i>ta</i> and <i>ti-ti</i> for crotchets and quavers and the written symbols; sing known songs with rhythm names; recognise the written rhythms of known songs ◆ Visual representation of pitches (pictures, e.g. flowers for 'Burney Bee') ◆ Add solfa names to pitch pictures ◆ Sing known material from pitch pictures with solfa names 	<ul style="list-style-type: none"> ◆ Analyse and learn to read a variety of four-beat rhythms, including crotchets, quavers and the crotchet rest ◆ Continue to create rhythm pictures for known songs, including songs with rests ◆ Learn to write melodies by combining solfa notation with rhythm sticks ◆ Recognise songs from their written rhythms ◆ Listen to a rhythm and identify its written version ◆ Learn written notation for the rest and read it from rhythm cards 	<ul style="list-style-type: none"> ◆ Recognise songs from written stick notation ◆ Write stick notation for known material ◆ Change the written notation of a tune to show a different tune ◆ Learn about repeat marks 	<ul style="list-style-type: none"> ◆ Write down rhythms performed by the teacher using pencil and paper, rhythm cubes or rhythm cards ◆ Read and write solfa names using the solfa house or solfa staircase as a visual aid ◆ Learn the written symbols for the rhythm names <i>tika-tika</i> (four semiquavers) and <i>ta-a</i> (minim)
Memory				<ul style="list-style-type: none"> ◆ Memorise rhythms by reading them from rhythm notation ◆ Remember the sequence of short tunes sung in random order 	<ul style="list-style-type: none"> ◆ Speak the rhythm of a song after the teacher has erased the notation from the board ('Bow, Wow, Wow')