

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

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

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

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