

# Overview of children's learning (Beginners to Level 3)

	Beginners	Level 1	Level 2	Level 3
<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 or actions</li> <li>Match someone else's pitch</li> </ul>	<ul style="list-style-type: none"> <li>Show the shape of a melody with hand movements and body movements</li> <li>Be able to sing at a different pitch from someone else</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 new solfa name <i>la</i> and its handsign</li> </ul>	<ul style="list-style-type: none"> <li>Show the pitches of four-pitch tunes with body movements</li> <li>Sing known and new tunes from handsigns</li> <li>Identify the 'playground chant' (s-m-l-s-m) and notice it in songs</li> <li>Learn the new solfa name <i>do</i> and its handsign</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Respond to sung instructions</li> <li>Signals game (respond to sung instructions without words)</li> <li>Learn signals for teacher sings/ class sing</li> </ul>	<ul style="list-style-type: none"> <li>Add more sung instructions to repertoire</li> <li>Signals game</li> <li>Listen to variations of known songs; analyse the changes ('Jelly on a Plate')</li> </ul>	<ul style="list-style-type: none"> <li>Work out the pitches and show handsigns for two-pitch tunes sung by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Work out the pitches and show handsigns for three-pitch tunes sung by the teacher</li> <li>Compare songs phrase by phrase and observe similarities in rhythm and pitch</li> </ul>
<b>Pulse &amp; rhythm</b>	<ul style="list-style-type: none"> <li>Perform actions in time with pulse of song or rhyme, individually and in pairs</li> <li>Learn the concept of pulse ('heartbeat') and later the word 'pulse'</li> <li>Tap the rhythm of songs</li> <li>Learn the word 'rhythm'</li> <li>Compare the rhythms of two songs</li> </ul>	<ul style="list-style-type: none"> <li>More complex circle, line and counting games</li> <li>Understand how rhythm relates to pulse</li> <li>Perform rhythm and pulse together in groups</li> <li>Play 'pass the song' (group of children, each child sings one beat of the song)</li> <li>Echo short rhythms performed by the teacher</li> <li>Develop a sense of accent</li> </ul>	<ul style="list-style-type: none"> <li>Find a slower and faster pulse in a rhyme</li> <li>Work out and perform rhythm of known songs</li> <li>Clap back and say rhythm names of short rhythms performed by teacher</li> <li>Walk the pulse and clap the rhythm simultaneously</li> <li>Show accents by bouncing ball</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of pulse and rhythm 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>Performing rhythm of songs with body percussion</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>Learn what rests are; revise songs with rests and identify the rests</li> <li>Work on consciously showing the 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>
<b>Phrasing &amp; structure</b>	<ul style="list-style-type: none"> <li>Develop a 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>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> </ul>	<ul style="list-style-type: none"> <li>'Conversation' songs</li> <li>Identify phrases in songs with uneven phrase lengths</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 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>Sing 'The Wolf Song' and perform ostinato with body percussion at the same time</li> <li>Perform known material with words, solfa names and handsigns, or rhythm names</li> <li>Perform a short tune in canon</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> <li>Improvise actions and sounds in a rest</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 in turn to a steady pulse</li> <li>Improvise sung answers to sung questions</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>
<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</li> <li>Recognise rhythm pictures for known songs</li> <li>Learn the rhythm names <i>ta</i> and <i>ti-ti</i> and their written symbols; sing known songs with rhythm names and recognise their written rhythms</li> <li>Visual representation of pitches (pictures, e.g. clouds for 'Rain is falling down')</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</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</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>
<b>Memory</b>	<ul style="list-style-type: none"> <li>Recognise songs hummed by teacher</li> <li>Identify a song by its rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Recognise songs from their clapped rhythms</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>Read and memorise short rhythm patterns</li> <li>Remember a sequence of short tunes sung in random order</li> </ul>