

Key Objectives by lesson (Beginners to Level 4)



Beginners' Level (Age 4+)		Level 1 (Age 5+)	
1	Feel & demonstrate the pulse	1	Work on pulse and rhythm
2	Feel & demonstrate the pulse	2	Recognise and show the pitch
3	Feel & demonstrate the pulse	3	Recognise and demonstrate the rhythm
4	Vocabulary: pitch	4	Differentiate between pulse and rhythm
5	Recognise and show two pitches (high and low)	5	Walk and clap the pulse simultaneously
6	Vocabulary: pulse	6	Recognise and show three pitches (high, middle and low)
7	Recognise and show two pitches (high and low)	7	Show the pitch + visual representation of the pitch
8	Feel & demonstrate the pulse in a song with rests	8	Pitch discernment: listening for pitch-changes
9	Explore faster and slower pulse-keeping	9	Singing Games (Little Sally Water, Lucy Locket, Star Light, Star Bright)
10	Revise all songs	10	Visual representation of the pulse
11	Keep the pulse during a rest	11	Explore showing the movement of the pitch
12	Keep the pulse in pairs	12	Differentiate between pulse and rhythm
13	More complex pulse-keeping (multiple actions and trotting)	13	Work on pulse and rhythm
14	Call and response (pitch matching)	14	Perform pulse and rhythm simultaneously
15	Keep the pulse during a rest	15	Work on pulse and rhythm
16	Keep the pulse during a rest	16	Work on pulse and rhythm
17	Recognise and show three pitches (high, middle and low)	17	Learn the new rest gesture
18	Start to tap the rhythm	18	Visual representation of the rhythm
19	Vocabulary: rhythm	19	Work on pulse and rhythm
20	Practising tapping the rhythm	20	Visual representation of pulse and rhythm
21	Feel & demonstrate the pulse	21	Visual representation of pulse and rhythm
22	Feel & demonstrate the pulse	22	Visual representation of pulse and rhythm
23	Solo singing / improvise words and actions	23	Visual representation of pulse and rhythm
24	Visual representation of the pulse	24	Revise various songs and rhymes
25	Visual representation of the pulse	25	Differentiate pulse and rhythm (Copy Cat game)
26	Tap the pulse on drawn heartbeats	26	Visual representations of rhythm and pitch (separately)
27	Tap the pulse on drawn heartbeats	27	Visual representation of the rhythm
28	Vocabulary: rest	28	Visual representations of rhythm and pitch (separately)
29	Practise consciously showing the rest	29	Learn solfa names and handsigns for <i>so</i> & <i>mi</i>, and rhythm names <i>ta</i> and <i>ti-ti</i>
30	Practise consciously showing the rest	30	Practise <i>so/mi</i> solfa names and handsigns

Key Objectives by lesson (Beginners to Level 4)



Level 2 (Age 6+)		Level 3 (Age 7+)	
1	Practise <i>so/mi</i>	1	Practise <i>la/so/mi</i>
2	Practise <i>so/mi</i>	2	Practise <i>la/so/mi</i> (inc. singing from handsigns)
3	Combine pitch & rhythm notation + practise <i>so/mi</i> Vocabulary: stick notation	3	Improvise rhythm patterns (in a group)
4	Perform pulse and rhythm simultaneously	4	Compare similar songs Learn the repeat sign for written notation
5	Practise reading rhythms using rhythm names	5	Perform rhythms with body percussion
6	Practise reading rhythms using rhythm names	6	Improvise rhythm patterns (with a partner)
7	Read and write rhythms	7	Practise <i>la/so/mi</i>
8	Read and write rhythms + explore faster/slower pulse-keeping	8	Practise <i>la/so/mi</i> + compare similar songs
9	Work at internalising (Radio Game) + pitch-recognition (Guess the Tune) Vocabulary: phrase	9	Walk pulse and clap rhythm at the same time
10	Work at internalising	10	Ear-training: identify simple melodies
11	Recognise and demonstrate simple phrasing	11	Explore faster/slower pulse-keeping Vocabulary: tempo
12	Read and write rhythms	12	Work at internalising
13	Read and write rhythms	13	Explore varying the tempo
14	Recognise and demonstrate simple phrasing	14	Explore varying the tempo
15	Pulse-keeping/phrasing/written rhythms/ <i>la-so-mi</i>	15	Revise written rhythms
16	Read rhythms (Rhythm-Guessing Game)	16	Memorise a four-bar rhythm pattern
17	Revise known rhythm repertoire	17	Revise phrasing
18	Read and write rhythms	18	Play lots of games! + phrasing in songs with uneven phrase lengths
19	Pulse-keeping/phrasing/written rhythms/ <i>la-so-mi</i>	19	Pitch recognition (Guess the Tune)
20	Pulse-keeping/phrasing/written rhythms/ <i>la-so-mi</i>	20	Sing a simple song in canon Vocabulary: canon
21	Explore faster/slower pulse-keeping	21	Improvise words to a simple tune (Q&A Game)
22	Pulse-keeping/phrasing/written rhythms/ <i>la-so-mi</i>	22	Recognise <i>s-mi-s-m</i> 'playground chant' motif
23	Work on pulse in songs with rests	23	Revise stick notation and repeat sign
24	Preparing <i>la</i>	24	Prepare <i>do</i>
25	Pulse-keeping/phrasing/written rhythms/ <i>la-so-mi</i>	25	Prepare <i>do</i> and sing a longer, more complex song (Oranges and Lemons)
26	Preparing <i>la</i> + Reading rhythms	26	Perform clapped ostinati while singing
27	Pulse-keeping/phrasing/written rhythms/ <i>la-so-mi</i>	27	Prepare <i>do</i> and perform as a Singing Piano (one pitch each)
28	Learn <i>la</i> solfa name and handsign	28	Revise handsigns and stick notation
29	Practise new <i>la</i> solfa name and handsign + learn notation for <i>ta</i> rest	29	Learn <i>do</i> solfa name and handsign
30	Practise new <i>la</i> solfa name and handsign	30	Practise new <i>do</i> solfa name and handsign

Level 4 (Age 8+)

- 1 Practise *l, s, m*; work on identifying *do* in a new song
- 2 Work on songs with the toneset *l-s-m-d*
- 3 Using different voices on cue
- 4 Work at internalising (Radio Game) + improvising four-beat rhythms
- 5 Work on Hello with the toneset *l-s-d*; work out the positions on the Solfa House for *la, so, mi* and *do*.
- 6 Prepare the melodic pattern *s-m-d*
Vocabulary: toneset
- 7 Prepare the melodic pattern *s-m-d*; read and write all possible four-beat rhythms with *ta* and *ti-ti*
- 8 Work on tones *l, s, m, d* with Solfa House
- 9 Work on *d-m-s* and *s-m-d*; use different voices on cue; perform words, rhythm or solfa on cue.
- 10 Identify and show handsigns for the pitches in short 'chains' sung by the teacher.
- 11 Work on repertoire with the toneset *d-m-s*
- 12 Strong and weak beats; 2/4 time / pitch improv.
- 13 Ostinato work: sing and clap at the same time.
- 14 Strong and weak beats; 2/4 time / pitch improv.
- 15 Strong and weak beats; 2/4 time / pitch improv.
- 16 Improvisation of sounds, actions and pitch
- 17 Prepare melodic improv. for known rhymes
- 18 Speak written rhythms from memory
- 19 Pitch improv; writing rhythms; working out solfa
- 20 Pitch improv.; 2/4 and 4/4/ time
- 21 **Vocabulary: folk song**
- 22 Work on 2/4 feel; describe form of performance ABBA
- 23 Revise *s-m-d*; perform song in ABA form
- 24 **Learn the new rhythm name *tika-tika***
- 25 Identify open and closed phrase endings
- 26 **Vocabulary: *tutti, solo***
- 27 **Learn the new rhythm name *ta-a***
- 28 **Learn the solfa name *re* and its handsign**
- 29 Practise *re*; work on it in known repertoire
- 30 Sing in two parts with teacher; work on the toneset *l-s-m-r-d*