**ByME Music 2**

Teaching Programme

Primary 2

**UNIT 1.** AUTUMN NOTES

* **CONTENTS**

In unit 1, pupils will learn to identify silence in pieces of music. Note symbols are introduced and described, with a focus on crotchets and crotchet rests. This unit also examines the parts of note symbols, and introduces the concepts of pitched and unpitched percussion. The importance of correct breathing when singing is also explored.

* **VOCABULARY**

**Key vocabulary**

Sounds, silence, note symbols, minim, crotchet, quaver, crotchet rest, pitched percussion instruments, unpitched percussion instruments

**More words**

Animals and plants: squirrel, birds, trees, mice, rabbits, chestnuts

Warm colours: orange, brown, red, yellow

Imperatives: hold, walk, clap, spin

Adjectives: similar, different

* **METHODOLOGY AND PROBLEM AREAS**

Before starting the unit, check that pupils have a good understanding of the concept of length of both sounds and silences. Some pupils may find the idea that silence is an important part of a piece of music difficult to understand. The musicogram for *Chinese Dance* by Tchaikovsky (track 4, CD 1) should help them with this. It would be useful to revise unpitched percussion instruments. It is important to have examples or pictures of the most important ones (wood block, maracas, claves, cymbals, triangle) in the classroom. *The percussion instruments* poster could help with this.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Use worksheets to learn note symbols and note lengths. Get students to handle the instruments in the classroom.

**Extension**

Find out about other percussion instruments and classify them by pitch.

* **CROSS-CURRICULAR LINKS**

There are links between the contents of this unit and other subjects. The new musical and autumn-related vocabulary links to English language. Correct breathing when singing links to Natural Science. The length of sounds (half a beat, one beat, two beats) links to Mathematics.

* **ICT**

ICT can be used to find a recording of Vivaldi's *Four Seasons*, select extracts from each movement and examine how music is used to depict nature (wind, rain, calm, etc.). Pictures of school percussion instruments (e.g. cymbals) can also be found online and pupils can describe the different types.

* **VALUES AND ATTITUDES**

**Humility.** Teach that humility, as opposed to pride, is a good quality. For example, pupils should feel comfortable with the need to ask for help.

* **EMOTIONAL INTELLIGENCE**

This unit can be used to examine the links between some words and sounds and the positive feelings they may evoke. The opening song provides some vocabulary for this.

* **ACTIVITIES WITH PARENTS**

Suggest that pupils ask their parents to go for a walk in a park or in the countryside so that they can identify some autumn sounds. During the walk, pupils can ask their parents about their memories of autumn noises. They can then share these family anecdotes with their classmates.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[1]](#footnote-1)** |
| --- | --- | --- | --- |
| Discovery and identification of silences and qualities of sounds in natural and social environments. | 1. Listen to music to identify qualities of sound. | 1.1 Distinguish between and compare sounds, and associate them with non-conventional symbols. | MST, AUT |
| Visual and auditory recognition and description of some percussion instruments, and classification of those instruments based on how they are played (hitting). | 2. Identify the sounds of different percussion instruments. | 2.1 Recognise and classify percussion instruments, and explore their sound qualities. | MST, AUT |
| Correct identification, classification and use of small unpitched instruments. | 3. Recognise the sound possibilities of small percussion instruments to accompany vocal performances. | 3.1 Recognise and identify the timbre and characteristics of some school instruments, and classify them based on these, explore their sound possibilities, and at the same time understand and apply the correct method of holding and using each one. | MST, AUT |
| 3.2 Use small percussion instruments to accompany rhythmic sequences and songs. | AUT, CULT |
| 3.3 Help keep classroom instruments in the best possible condition. | SOC |
| Knowledge and use of basic musical language: note symbols (minim, crotchet, quaver) rests and length; silence, as a means to read simple scores using unconventional diagrams in order to perform pieces of music. | 4. Learn about basic music language. | 4.1 Understand basic music language. | MST, AUT |
| MST, AUT |
| 5. Perform simple pieces following notes and figures interpreting correctly duration, accentuation and rests. | 5.1. Discriminate and recognise musical figures in scores, notes (quaver, crotchet, minim) and rests. | MST, AUT |
| 6. Read and write simple musical rhythms, with voice or instruments, using conventional and unconventional graphics | 6.1 Perform basic unconventional scores. | MST, AUT |
| Active listening to and enjoyment of a selection of short instrumental and vocal pieces of different styles from different cultures and periods, recognising their basic formal elements. | 7. Identify the key characteristics of musical pieces of different styles and from different cultures. | 7.1 Identify pieces of different styles and from different cultures. | AUT, CULT |
| 8. Identify melodies, remember the title and, if applicable, the composer of some of the pieces of music listened to in class. | 8.1 Identify melodies and remember the title and composer of some of the pieces of music listened to in class. | AUT, CULT |
| Recognition of musical phrasing with the help of movement. | 9. Recognise musical phrasing with the help of movement. | 9.1 Recognise musical phrasing with the help of movement. | MST, AUT |
| Performance of children's songs. | 10. Identify and perform children's songs. | 10.1 Know and perform simple children's songs in a coordinated way and taking into account the metre. | LIN, AUT |
| 11. Sing simple children's melodies with the appropriate vocal range and simple intervals. | 11.1 Sing simple children's melodies with the appropriate vocal range and simple intervals. | LIN, AUT |
| Initiation in basic singing techniques looking at breathing, the production of vocal sounds, vocalisation, articulation and intonation. | 12. Understand the expressive possibilities of the voice as an instrument, the importance of taking care of it, and how to use it in songs and vocal exercises paying attention to intonation, breathing and vocalisation. | 12.1 Understand and use breathing, articulation and vocalisation in vocal exercises song performances focusing on intonation. | LIN, AUT |
| 13. Learn, remember and sing in unison the songs proposed with appropriate breathing and articulation, and in coordination with the rest of the group. | 13.1 Perform songs and instrumental pieces containing repetition, and adapt their voice to singing in unison. | LIN, AUT |
| Performance of songs of different styles and from different periods and cultures as a means of expression to develop creativity. | 14. Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | 14.1 Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | LIN, AUT |
| Keeping of the beat and depiction of accents, phrasing and rhythmic units using body movements. | 15. Keep the beat and depict accents, phrasing and rhythmic units using body movements. | 15.1 Keep the beat and depict accents, phrasing and rhythmic units using body movements. | AUT |
| Understanding of their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 16. Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 16.1 Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | AUT |
| Performance of simple dances in pairs focusing on posture control, pair coordination, and individual movement to coordinate with others. | 17. Perform dances in a coordinated way paying attention to space, time and direction. | 17.1 Adapt their body movements to the rhythm and form of the music. | AUT |
| 17.2 Coordinate their movements with those of their partner in pieces of music and movement activities, controlling laterality. | AUT |
| 17.3 Perform simple dances bearing in mind direction, space and time following the rules of performance. | AUT |
| Movement and actions with the arms, head and face, freely or with guidance. | 18. Do movements or actions with their arms, head and face, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | 18.1 Do movements or actions with their arms, head and face, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | AUT, CULT |
| Improvisation of movements in response to different visual, verbal, sound and musical stimuli. | 19. Invent and do movements adapted to the tempo and character of a musical motif. | 19.1 Improvise movements in response to different sound stimuli. | AUT |
| Identification, performance and enjoyment of world dances of different styles and periods. | 20. Recognise and perform world dances of different styles and from different periods. | 20.1 Know and perform dances from different periods and places, valuing their contribution to artistic and cultural heritage. | AUT, CULT |
| 20.2 Listen and recognise dance routines learned in class. | AUT |
| Spatial awareness and participation with respect towards classmates. | 21. Do body expression and dance activities with enthusiasm, respecting the personal space of others. | 21.1 Do body expression and dance activities with enthusiasm, respecting the personal space of others. | AUT |
| Introduction to the history of music and composers. | 22. Know some important composers in the history of music. | 22.1 Know some important composers in the history of music. | AUT, CULT |

**UNIT 2.** WINTER RHYTHMS

* **CONTENTS**

In unit 2, pupils will learn to listen to the sounds of nature. This unit also examines two key elements: sound qualities and the concept of rhythm. It then introduces the stave, treble clef and the notes do/C, re/d and mi/E. The instrument studied is the xylophone (its parts and types), and pupils will continue to work on singing technique with correct pronunciation through a polyrhythm exercise. To finish, pupils will create a musical landscape.

* **VOCABULARY**

**Key vocabulary**

Sound qualities: length, dynamics, pitch, timbre

The stave, notes do, re, mi and the treble clef

Rhythm

Xylophone (bass, alto and soprano)

**More words**

Adjectives for sound: long, short, loud, soft, high, low

Adjectives: tired, sad, happy, very fast, very slow, satisfied, pleased

Parts of the body: knees, hands, feet

* **METHODOLOGY AND PROBLEM AREAS**

The first challenge this unit may pose for pupils is the correct identification of sound qualities, particularly pitch and timbre. Listening to contrasting sounds (tracks 8 and 9, CD 2)) and the three types of xylophone (tracks 12 and 13 CD 2) will help with this. It is important that pupils have a good understanding of the stave – a key element of musical language – and can position the first three notes and draw the treble clef. Pupils may also find it difficult to pronounce words correctly when reciting and singing, as their speech habits are not always perfect. Using a polyrhythm exercise is a useful and motivating way to help with this.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Use the percussion instruments available to demonstrate sound qualities. Use the xylophone to play the three lowest notes (do/C, re/D, mi/E) while pupils practise writing them on the stave.

**Extension**

Do a series of listening exercises where one of the instrument families (string, wind, percussion) is dominant. Introduce the concept of range by telling pupils that some instruments can play higher or lower notes than others.

* **CROSS-CURRICULAR LINKS**

There are interesting links between the contents of this unit and other subjects. The creation of four-beat rhythms links to Mathematics. Diction and correct pronunciation of syllables links with English Language.

* **ICT**

It is useful to use ICT to find pictures and recordings of different xylophones from around the world. It is also interesting to see the different materials used to make them throughout history in different cultures. Interactive games that can be used to create musical landscapes are also available online.

* **VALUES AND ATTITUDES**

**Effort.** Pupils should understand that making an effort is key to achieving their goals. Perseverance and not becoming frustrated are also important, as well as the satisfaction that comes with a job well done.

* **EMOTIONAL INTELLIGENCE**

Pupils will notice that emotions can affect tone of voice, and will become aware of their ability to modulate their voice and be expressive.

* **ACTIVITIES WITH PARENTS**

Suggest that pupils make a simple handmade musical instrument at home with their family, and bring it to class to use in the winter musical landscape.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[2]](#footnote-2)** |
| --- | --- | --- | --- |
| Discovery, experimentation and correct identification of silences and the qualities of sound in social and natural environments (pitch, intensity, length and timbre). Discrimination, description, comparison and classification of sound qualities. Sound landscapes. | 1. Use active musical listening to identify sound qualities. | 1.1 Recognise the pitch and timbre of musical and non-musical sounds in songs and listenings. | MST, LTL |
| 2. Describe different sounds (voices, instruments ...) verbally, though gestures or through art, according to their characteristics and demonstrate their variations in pitch, intensity and length. | 2.1. Distinguish and compare sounds according to their characteristics and variables (pitch, intensity, length, natural or artificial) associating them with conventional and unconventional scores. | MST, AUT |
| 3. Experiment with and identify sounds in their immediate natural and social environment, without the visual support of the pictures provided, developing creativity for their own simple creations. | 3.1 Experiment with and identify sounds in their immediate natural and social environment, developing creativity for their own simple creations. | MST, AUT |
| Identification, classification and correct use of small pitched percussion instruments (xylophone). | 4 Understand the sound possibilities of bar instrument percussion to accompany vocal performances. | 4.1 Recognise and discriminate pitched class percussion instruments according to their timbre and use and handle them correctly. | MST, AUT |
| Sound experimentation with various objects and materials. Construction of simple instruments to be used in class. | 5. Explore and use, freely and with guidance, the expressive and sound possibilities of different materials and instruments. | 5.1 Discover the many sounds produced by objects, materials and instruments, explore their expressive possibilities and build simple musical instruments using everyday objects. | AUT, CULT |
| Knowledge of and use of basic musical language to read and perform simple non- conventional scores. | 6. Learn about the basic elements of musical language. | 6.1 Identify the basic elements of musical language. | MST, AUT |
| 7. Read and write simple rhythms with voice or instruments using conventional and unconventional scores. | 7.1 Perform and practise conventional and unconventional scores. |
| Identification of basic contrasts in dynamics, character and tempo. | 8. Describe the speed, character and dynamics of a simple piece of music. | 8.1 Notice and describe contrasts in dynamics, character and speed in recordings, songs and non-conventional musical symbols. | MST, AUT |
| Performance of children's songs. | 9. Identify and perform children's songs. | 9.1 Know and perform simple children's songs in a coordinated way and taking into account the metre and the tempo. | LIN, AUT |
| 10. Sing simple children's melodies with the appropriate vocal range and simple intervals. | 10.1 Sing simple children's melodies with the appropriate vocal range and simple intervals. | LIN, AUT |
| Fun exploration of the expressive and sound possibilities of the voice: rhythmic recital exercises, articulation and breathing games. | 11. Explore the different possibilities of their vocal tract. | 11.1 Use the voice to echo sound messages. | LIN, AUT |
| Initiation in basic singing techniques focusing on breathing, the production of vocal sounds, vocalisation, articulation and intonation. | 12. Understand the voice as an instrument and means of expression, and the importance of taking care of it, and use it to perform songs and voice exercises, paying attention to intonation, breathing and pronunciation. | 12.1 Use the voice as a means of expression to perform a short story. | LIN, AUT |
| 12.2 Understand and practise breathing, articulation and pronunciation in voice games and when performing songs, and try to use good intonation. | LIN, AUT |
| 12.3 Sing scores with crotchets and the notes do/C, re/D and mi/E. | LIN, AUT |
| 13. Learn, remember and perform songs in unison paying attention to breathing and vocalisation and group coordination. | 13.1 Perform songs and instrumental pieces observing procedures for repetition, adapting the voice to sing accompanied or unaccompanied in unison. | LIN, AUT |
| Performance of songs of different styles as a means of expression to develop creativity. | 14. Perform songs of different styles, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | 14.1 Perform songs of different styles, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | LIN, AUT |
| Creation and improvisation of simple melodies and rhythms, experimenting with non-conventional language. | 15. Converse vocally through imitation or echo, starting to explore improvisation. | 15.1 Converse vocally through imitation or echo, starting to explore improvisation. | LIN, AUT |
| Understanding of their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 16. Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 16.1 Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | AUT, CULT |
| The body as a means of expression. Playing of rhythms using different types of body percussion. | 17. Discover the possibilities of their own body to perform simple pieces, individually or in groups. | 17.1 Discover the sound possibilities of body percussion. | AUT, CULT |
| Movement, motor skills games and actions with the arms, head and face, freely or with guidance. | 18. Do movements, motor skills games or actions with their arms, head and face, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | 18.1 Do movements, motor skills games or actions with their arms, head and face, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | AUT, CULT |
| Fun with expression with the voice, instruments or body. | 19. Value and enjoy the knowledge acquired, taking an interest in applying it to their performances in class. | 19.1 Participate without inhibition in musical games. | AUT, CULT |

**UNIT 3.** FANCY DRESS FESTIVAL

* **CONTENTS**

In unit 3, pupils will learn about musical form, looking initially at two basic types: AA and AB. Later, they will look at beats and downbeats, the time signature and bar lines, as well as the notes fa/F and sol/G and their positions on the stave. This means they will know the first five notes of the scale, and will be able to sing them in ascending or descending order. The instrument studied in this unit is the metallophone. The Kódaly method is also introduced. To finish, pupils will dance to the beat of a piece of classical music.

* **VOCABULARY**

**Key vocabulary**

Musical form

Bars, bar lines, downbeat and time signature

Imperatives (Dance section): slap, clap, move, spin

The metallophone (bass, alto and soprano)

**More words**

Carnival words: dress up, costume, clown, acrobat, party

Adjectives: happy, sad, easy, difficult, same, different

Imperatives: slap, clap, move

* **METHODOLOGY AND PROBLEM AREAS**

There are two potentially difficult areas in this unit. The first is the concept of musical forms, even basic ones. To avoid confusion, it is best to work with specific examples, like the one provided in track 13, CD 1. The second is the concept of time signatures. This requires a very expressive teaching approach to ensure that pupils truly understand the importance of order and timing in music. You can complement the theory by revisiting the opening song.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Work on the concept of form using simple recordings of children's songs containing contrasting musical phrases.

**Extension**

Use more complex recordings to complement the contents of this unit.

* **CROSS-CURRICULAR LINKS**

Some of the contents of this unit are closely linked to Mathematics: the form of pieces of music; duple time; and downbeats accentuating a specific beat in a sequence. Learning new vocabulary is linked to Spanish Language and Literature.

* **ICT**

There are countless interactive games, pictures, videos and sounds available online. There are also plenty of practical examples of the theoretical contents of this unit.

* **VALUES AND ATTITUDES**

**Respect for the work of others.** Pupils should learn that it is important to value the work of all people in society, especially those with less prominent roles. All jobs are equally valuable and necessary.

* **EMOTIONAL INTELLIGENCE**

Pupils will learn how different instrument timbres make them feel. Specifically, when they compare the metallophone and xylophone, they will explore how the feelings evoked by metal instruments are different from those evoked by wooden instruments.

* **ACTIVITIES WITH PARENTS**

To consolidate understanding of the concept of time signature, get students to ask their parents to show them clapping or skipping games from their own childhood. These games usually include very rhythmic songs, with accents and downbeats highlighted by specific movements.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[3]](#footnote-3)** |
| --- | --- | --- | --- |
| Identification, classification and correct use of small pitched percussion instruments (metallophone). | 1. Understand the sound possibilities of bar instrument percussion to accompany vocal  performances. | 1.1 Recognise and discriminate pitched class  percussion instruments according to their  timbre and use and handle them correctly. | MST, AUT |
| 1.2 Play melodies with up to four notes on instruments with bars. | MST, AUT |
| Knowledge of and use of basic musical language  including beat, accent, bar lines, time signatures for duple and triple time, notes of the scale to read and  perform simple non- conventional scores. | 2. Understand basic elements of musical language to play simple scores interpreting length, notes, accents and rests. | 2.1 Learn about the basic elements of musical language. | MST, AUT |
| 2.2 Recognise and discriminate in a score crotchets and crotchet rests. | MST, AUT |
| 2.3 Differentiate and play duple and triple time beat and rhythm in a contextualised situation. | MST, AUT |
| Introduction to musical notation through dictation, listening and writing exercises with different melodies and rhythms. | 3. Translate simple melodies and rhythms to non-conventional and conventional musical language. | 3.1 Translate simple melodies and rhythms to non-conventional and conventional musical language. | MST, AUT |
| 3.2 Play basic melodic echoes with pitched percussion instruments, learning how to handle such instruments. | MST, AUT |
| Listening and corporal response to ascending and descending intervals. | 4. Identify and play with the body different songs and fragments of musical pieces ascending and descending intervals. | 4.1 Make rising and falling melodies using  unconventional graphics and via the body in  simple melodies. | MST, AUT |
| Identification of beat and downbeats and use of body movements to accompany recordings of simple instrumental pieces and more complex songs and performances of vocal and instrumental pieces. | 5. Identify the beat and downbeats and use body movements to accompany recordings and performances of vocal and instrumental pieces. | 5.1 Identify the beat and downbeats and use body movements to accompany recordings and performances of vocal and instrumental pieces. | MST, AUT |
| Active listening to and enjoyment of a selection of short instrumental and vocal pieces of different styles from different cultures and periods, recognising their basic formal elements. | 6. Know and show an interest in listening to pieces of music of different styles and origins, from our culture and others, to understand the value of musical heritage and the importance of conserving and promoting it. | 6.1 Understand the expressive range of music by listening to pieces from different periods and of different genres, and take an interest in discovering pieces of music with different characteristics, of different styles and genres, and from different periods. | AUT, CULT |
| Identification and recognition of basic musical forms (AA repetition and AB binary form) in songs and extracts of pieces of music. | 7. Listen actively and analyse the organisation of simple vocal and instrumental pieces, and describe their constituent elements. | 7.1 Identify simple musical forms in different pieces. | MST, AUT |
| Performance of children's songs. | 8. Identify and perform children's songs. | 8.1 Know and perform simple children's songs in a coordinated way and taking into account the metre and the tempo. | LIN, AUT |
| 9. Sing simple children's melodies with the appropriate vocal range and simple intervals. | 9.1 Sing simple children's melodies with the appropriate vocal range and simple intervals. | LIN, AUT |
| Introduction to singing technique, with a focus on breathing, phonation, articulation, pronunciation and intonation. | 10. Understand the voice as an instrument and means of expression, and the importance of taking care of it, and use it to perform songs and voice exercises, paying attention to intonation, breathing and pronunciation. | 10.1 Sing the C major scale in ascending and descending order. | LIN, AUT |
| 10.2 Sing scores containing crotchets, the notes do/C, re/D, mi/E, fa/F and sol/G, duple time, bar lines and double bar lines. | LIN, AUT |
| 11. Learn, remember and sing in unison the songs proposed with appropriate breathing and articulation, and in coordination with the rest of the group. | 11.1 Perform songs and instrumental pieces containing repetition, and adapt their voice to singing in unison, with or without accompaniment. | MST, AUT |
| Understanding of their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 12. Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 12.1 Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | AUT |
| The body as a means of expression. Playing of rhythms using different types of body percussion. | 13. Discover the possibilities of their own body to perform simple pieces in groups. | 13.1 Discover the sound possibilities of body percussion. | AUT, CULT |
| Performance of simple dances in pairs and groups  focusing on posture control, pair coordination, and  individual movement to coordinate with others. | 14. Dance in a coordinated way taking into  account space and time. | 14.1 Adapt their body movements to the rhythm and form of the music. | AUT |
| 14.2 Coordinate their movements with those of their partner in pieces of music and movement activities, controlling laterality. | AUT |
| 14.3 Perform dances in a coordinated way paying attention to space, time, and direction: laterality, circles, etc. following performance instructions. | AUT |
| Movement, motor skills games and actions with the arms, head and face, freely or with guidance. | 15. Do movements, motor skills games or actions with their arms, head and face, freely or with guidance, adapting to the speed and dynamics of the music. | 15.1 Do movements, motor skills games or actions with their arms, head and face, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | AUT, CULT |
| Improvisation of movements in response to different visual, verbal, sound and musical stimuli. | 16. Invent and do movements adapted to the tempo and character of a musical motif. | 16.1 Improvise movements in response to different sound stimuli. | AUT |
| Identification, performance and enjoyment of dances of different styles. | 17. Recognise and perform dances of different styles. | 17.1 Listen and recognise dance routines learned in class. | AUT |
| Spatial awareness and participation with respect towards classmates. | 18. Do body expression and dance activities with enthusiasm, respecting the personal space of others. | 18.1 Do body expression and dance activities with enthusiasm, respecting the personal space of others. | AUT |
| Exploration of feelings and emotions evoked by pieces of music and discussion of personal tastes after listening to a recording. | 19. Verbally express the sensations or feelings they feel when they hear a piece of music. | 19.1 Verbally express the sensations or feelings they feel when they hear a piece of music. | LIN, AUT |
| Understanding of the importance of concentration and silence when listening to music and doing activities. | 20. Behave appropriately during listening exercises and performances, remaining silent and listening with interest. | 20.1 Know, understand and follow the rules of listening during performances and listening exercises. | SOC, CULT |
| Appreciation, enjoyment and respect in the different performances and pieces. | 21. Respect the contributions of other performers and the conductor when performing songs. | 21.1 Understand the importance of the different roles in group performances of pieces of music. | SOC, CULT |

**UNIT 4.** A SPRING SINGALONG

* **CONTENTS**

Unit 4 explores simple dynamics: forte, piano, crescendo and diminuendo. The note symbols studied are quavers and their length in relation to crotchets. This unit introduces the concept of musical phrases consisting of two parts: call and response. The first family of classical orchestral instruments is introduced: the string family. The unit finishes with a practical exercise in which pupils will build a homemade musical instrument.

* **VOCABULARY**

**Key vocabulary**

Dynamics: *forte, piano, crescendo, diminuendo*

Quavers; call and response

String family: harp, piano, violin, zither

**More words**

Plants and animals: flowers, grass, bushes, dog, frog, bees, birds

Animal sounds: woof, ribbit, buzz, tweet

Craft: rubber bands, shoebox, paint, lollipop sticks

* **METHODOLOGY AND PROBLEM AREAS**

It is important to use clear and simple practical exercises to ensure that pupils have a sound understanding of the different dynamics. When teaching the concept of quavers, it is a good idea to show them in pairs so that pupils understand that two quavers are the same length as one crotchet. The rhythm diagrams with words can be used to practise various concepts related to vocal technique: relaxation, breathing, articulation, etc.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Work on the dynamics of the voice and use the body as an instrument to do the exercises.

**Extension**

Listen to a complex piece of music and describe its dynamics, and how these dynamics may make listeners feel.

* **CROSS-CURRICULAR LINKS**

Variations in sound length and loudness are linked to Mathematics. Call and response can be linked to English Language. Building homemade musical instruments with recycled materials is linked to Arts & Crafts.

* **ICT**

Interactive games and listening exercises can be found online to practise identifying dynamics and variations in rhythm.

* **VALUES AND ATTITUDES**

**Beauty.** Pupils should learn to value the beauty of all things, both in the most objective and obvious sense and in less obvious ways. The topic of spring should help them appreciate the beauty of living things.

* **EMOTIONAL INTELLIGENCE**

Music is present in our lives in many ways and it is useful to consider where and how. Sometimes we seek it out (e.g. putting music on to help us concentrate or to make everyday activities more fun), but other times it is forced on us or present by coincidence. The importance of silence when listening to music should also be considered.

* **ACTIVITIES WITH PARENTS**

Ask pupils to ask their parents if they can listen to a piece of music as a family, staying silent and concentrating as much as possible. After listening, they can discuss how the music made them feel.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[4]](#footnote-4)** |
| --- | --- | --- | --- |
| Discovery and identification of silences and qualities of sounds in natural and social environments (pitch, dynamics, length and timbre). Identification, description, comparison and classification of sounds according to their qualities. Musical landscapes. | 1. Describe different sounds (voices, instruments, etc.) according to their characteristics and depict variations in pitch, dynamics and length, verbally or through movements, actions or art. | 1.1 Identify, classify and describe, using precise vocabulary, the qualities of sounds in the natural and social environment. | MST, AUT |
| Auditory and visual recognition and description of some string instruments, classifying them in accordance with how they are played. | 2. Identify and discriminate string instruments. | 2.1 Recognise and classify string family  instruments. | MST, AUT |
| Correct use of small pitched and unpitched percussion instruments. | 3. Appreciate the sound possibilities of percussion instruments to accompany vocal performances. | 3.1 Use percussion instruments to accompany rhythms, songs and recordings. | AUT, CULT |
| Sound experimentation with various objects and materials. Construction of simple instruments to be used in class. | 4. Explore and use, freely and with guidance, the expressive and sound possibilities of different materials and instruments. | 4.1 Discover the many sounds produced by objects and materials, explore their expressive possibilities and build simple musical instruments using everyday objects. | AUT, CULT |
| Use of basic musical language – notes and their length (quaver) – to read conventional and unconventional scores in order to perform pieces of music. | 5. Understand basic elements of musical language. | 5.1 Learn about basic elements of musical  Language. | MST, AUT |
| 6. Play simple scores interpreting the length of  notes and rests. | 6.1 Read music figures (crotchet, quaver), notes and rests in scores. | MST, AUT |
| Introduction to musical notation through dictation, listening and writing exercises with different melodies and rhythms. | 7. Translate simple melodies and rhythms to conventional and non-conventional musical language. | 7.1 Translate simple melodies and rhythms to non-conventional and conventional musical language. | MST, AUT |
| Differentiation of the basic contrasts of dynamics (forte-piano). | 8. Describe dynamics in a simple piece of music. | 8.1 Perceive and play different contrasts, dynamics, in songs and unconventional graphics. | MST, AUT |
| Identification of beat and downbeats and use of body movements to accompany recordings of simple instrumental pieces and more complex songs and performances of vocal and instrumental pieces. | 9. Identify the beat and downbeats and use body movements to accompany recordings and performances of vocal and instrumental pieces. | 9.1 Listen carefully to simple four-beat rhythms with crotchets, quavers and crotchet rests, and reproduce them verbally or in writing. | MST, AUT |
| Creation and performance, with the voice, body percussion and instruments, of simple body percussion or instrumental ostinatos and types of repetition to accompany pieces of music, stories, songs and dances. | 10. Create and perform, with the voice, body percussion or school small percussion instruments, and using musical language, as a soloist or in a group, short instrumental pieces containing repetition, variation and contrast. | 10.1 Create and perform, with the voice, body percussion or school small percussion instruments, and using musical language, as a soloist or in a group, short instrumental pieces containing repetition, variation and contrast. | AUT, CULT |
| Intonation of popular and children’s songs. | 11. Identify and perform chorus sections in  popular and children’s songs. | 11.1 Learn and play simple popular and children’s songs in a coordinated manner and observing tempo. | LIN, AUT |
| 12. Sing simple children's melodies with the appropriate vocal range and simple intervals. | 12.1 Sing simple children's melodies with the appropriate vocal range and simple intervals. | LIN, AUT |
| Introduction to singing technique, with a focus on breathing, phonation, articulation, pronunciation and intonation. | 13. Understand the voice as an instrument and means of expression, and the importance of taking care of it, and use it to perform songs and voice exercises, paying attention to intonation, breathing and pronunciation. | 13.1 Understand and practise breathing, articulation and pronunciation in voice games and when performing songs, and try to use good intonation. | LIN, AUT |
| 13.2 Sing scores containing crotchets, crotchet rests and pairs of quavers, the notes do/C, re/D, mi/E, fa/F and sol/G, duple time and bar lines. | MST, AUT |
| 14. Learn, remember and sing in unison the songs proposed with appropriate breathing and articulation, and in coordination with the rest of the group. | 14.1 Perform songs containing repetition, and adapt their voice to singing in unison, with or without accompaniment. | LIN, AUT |
| Performance of songs of different styles as a means of expression to develop creativity. | 15. Perform songs of different styles, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | 15.1 Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | LIN, AUT |
| Creation of simple melodies and rhythms, experimenting with non-conventional language. | 16. Converse vocally through echo. | 16.1 Converse vocally through echo. | LIN, AUT |
| Understanding of their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 17. Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 17.1 Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | AUT |
| The body as a means of expression. Playing of rhythms using different types of body percussion. | 18. Discover the possibilities of their own body to perform simple pieces, individually or in groups. | 18.1 Discover the sound possibilities of body percussion. | AUT, CULT |
| Improvisation of movements in response to different visual, verbal, sound and musical stimuli. | 19. Invent and do movements adapted to the tempo and character of a musical motif. | 19.1 Improvise movements in response to different sound stimuli. | AUT |
| Performance of short stories, songs or pieces of music using movements and actions. | 20. Dramatise songs. | 20.1 Dramatise songs with actions using an established code, and do appropriate actions without inhibition in time with the lyrics. | AUT, CULT |
| Exploration of feelings and emotions evoked by pieces of music and discussion of personal tastes after listening to a recording. | 21. Verbally express the sensations or feelings they feel when they hear a piece of music. | 21.1 Verbally express the sensations or feelings they feel when they hear a piece of music. | LIN, AUT |
| Fun with expression with the voice, instruments or body. | 22. Value and enjoy the knowledge acquired, taking an interest in applying it to their performances in class. | 22.1 Take an interest in improving the quality of musical performances. | AUT |

**UNIT 5.** SUMMER MELODIES

* **CONTENTS**

In unit 5, pupils will learn about tempo, and will be able to tell the difference between adagio, andante, allegro and presto. The unit then looks at minims and minim rests, explaining that they are the same length as two crotchets or four quavers. Notation of rhythms for accompaniment by unpitched percussion instruments is also introduced. The instrument families studied in this unit are the woodwind and brass families. Pupils will sing a song to practise variations in dynamics and tempo. The unit finishes with a ragtime dance routine, helping pupils learn about other cultures.

* **VOCABULARY**

**Key vocabulary**

Tempo English words: slow, moderately slow, fast, very fast

Tempo Italian words: *adagio, andante, allegro, presto*

Woodwind instruments: flute, oboe, clarinet, bassoon

Brass instruments: trumpet, trombone, French horn, tuba

**More words**

Summer and beach: hot weather, sunshine, sun cream, sunglasses, bucket and spade, sandcastles

Imperatives: put on (sun cream), circle, open, close, clap, hop, spin

* **METHODOLOGY AND PROBLEM AREAS**

Understanding variations in tempo may be difficult at first, because pupils are still familiarising themselves with the concept of beat. The musicogram on page 37, where changes in tempo are linked to everyday movements, should help with this. The speaking name *ta-a* used in the previous school year can help pupils understand minims and minim rests.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Sing the songs in the unit without accompaniment, exaggerating the different tempos. Pupils will speed up or slow down in accordance with the teacher's instructions.

**Extension**

Pupils can listen to pieces of music of different styles and genres to hear different tempos and dynamics.

* **CROSS-CURRICULAR LINKS**

Tempo is quantifiable, so this links to Mathematics. Rhythm diagrams and the relative lengths of musical notes also link to Mathematics. New vocabulary and the linguistic structure of songs link to English Language.The coordinated performance of a dance routine in a large group is closely linked to Physical Education.

* **ICT**

Interactive games are available online to help pupils consolidate their understanding of rhythm patterns. Encyclopaedias and other online resources can also be used to learn about woodwind and brass instruments.

* **VALUES AND ATTITUDES**

**Initiative.** Pupils should be able to come up with ideas and carry out actions. They should be encouraged to make their own suggestions during activities and provide their own variations in performances.

* **EMOTIONAL INTELLIGENCE**

Pupils should be able to understand how different tempos reflect different emotions, and use a rich vocabulary to describe how variations and contrasts in music make them feel.

* **ACTIVITIES WITH PARENTS**

Encourage pupils to ask their parents to take them to a concert, of any sort, so that they can share their experience with classmates during class.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[5]](#footnote-5)** |
| --- | --- | --- | --- |
| Auditory and visual recognition and description of some wind instruments, classifying them in accordance with how they are played. | 1. Identify and recognise wind instruments. | 1.1 Recognise and classify wind family instruments. | MST, AUT |
| Identification, classification and correct use of small unpitched percussion instruments. | 2. Recognise the sound possibilities of percussion instruments to accompany vocal pieces. | 2.1 Use percussion instruments to accompany recited texts, songs and recordings. | AUT, CULT |
| Knowledge and use of basic musical language – notes and their lengths and rests, melodic lines –to read conventional and unconventional scores in order to perform pieces of music. | 3. Learn about the basic elements of musical language. | 3.1 Understand the basic elements of musical language. | MST, AUT |
| 4 Recognise and discriminate in simple scores notes and rests (minim, crotchet, quaver). | 4.1 Recognise and discriminate in simple scores notes and rests (minim, crotchet, quaver). | MST, AUT |
| Differentiation of the basic contrasts of dynamics (forte-piano) and tempo (adagio, andante, allegro, presto). | 5. Describe the tempo and dynamics of a simple piece of music. | 5.1 Percibe y expresa contrastes de intensidad y velocidad en audiciones, canciones y grafías no convencionales. | MST, AUT |
| 5.2 Perceive and express contracts in tempo and dynamics in songs via listening and unconventional scores. | MST, AUT |
| Identification and recognition of basic musical forms (verses and chorus) in songs and extracts from pieces of music. | 6. Analyse the organisation of simple vocal and instrumental pieces, and listen actively to describe the constituent elements. | 6.1 Identify simple musical forms in different pieces. | MST, AUT |
| Creation and performance, with the voice, body percussion and instruments, of simple body or instrumental ostinatos and types of repetition to accompany pieces of music, stories, songs and dances. | 7. Create and perform, with the voice, body percussion or school small percussion instruments, and using musical language, as a soloist or in a group, short instrumental pieces containing repetition, variation and contrast. | 7.1 Create and perform, with the voice, body percussion or school small percussion instruments, and using musical language, as a soloist or in a group, short instrumental pieces containing repetition, variation and contrast. | AUT, CULT |
| Performance of children's songs. | 8. Identify and perform children's songs. | 8.1 Know and perform simple children's songs in a coordinated way and taking into account the metre and the tempo. | LIN, AUT |
| 9. Sing simple children's melodies with the appropriate vocal range and simple intervals. | 9.1 Sing simple children's melodies with the appropriate vocal range and simple intervals. | LIN, AUT |
| Introduction to singing technique, with a focus on breathing, phonation, articulation, pronunciation and intonation. | 10. Understand the voice as an instrument and means of expression, and the importance of taking care of it, and use it to perform songs and voice exercises, paying attention to intonation, breathing and pronunciation. | 10.1 Use the voice as a means of expression to perform a short story. | LIN, AUT |
| 10.2 Understand and practise breathing, articulation and pronunciation in voice games and when performing songs, and try to use good intonation. | LIN, AUT |
| 10.3 Sing scores containing crotchets, crotchet rests and pairs of quavers, the notes do/C, re/D, mi/E, fa/F and sol/G, duple time, bar lines and double bar lines. | MST, AUT |
| Performance of songs of different styles and from different periods and cultures as a means of expression to develop creativity. | 11. Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | 11.1 Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | LIN, AUT |
| Understanding of their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 12. Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 12.1 Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | AUT |
| Performance of simple dances in pairs and in groups controlling posture, coordination and correct movements in time and space with other people. | 13. Dance in a coordinated way taking into account movement in time and space. | 13.1 Adapt their body movements to the rhythm and form of the music and the movements of their partner. | AUT |
| 13.2 Dance in a coordinated way taking into account movement in time and space: laterality, circles, etc., and follow performance instructions. | AUT |
| Movements and motor skills games, freely or with guidance. | 14. Do movements and motor skills games, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | 14.1 Do movements and motor skills games, freely or with guidance, adapting to the speed and dynamics of the music or to different sound stimuli. | AUT, CULT |
| Improvisation of movements in response to different visual, verbal, sound and musical stimuli. | 15. Invent and do movements adapted to the tempo and character of a musical motif. | 15.1 Improvise movements in response to different sound stimuli. | AUT |
| Identification, performance and enjoyment of world dances of different styles and periods. | 16. Recognise and perform world dances of different styles and from different periods. | 16.1 Listen and recognise dance routines learned in class. | AUT |
| Spatial awareness and participation with respect towards classmates. | 17. Do body expression and dance activities with enthusiasm, respecting the personal space of others. | 17.1 Do body expression and dance activities with enthusiasm, respecting the personal space of others. | AUT |
| Exploration of feelings and emotions evoked by pieces of music and discussion of personal tastes after listening to a recording. | 18. Verbally express the sensations or feelings they feel when they hear a piece of music. | 18.1 Verbally express the sensations or feelings they feel when they hear a piece of music. | LIN, AUT |
| Appreciation, enjoyment and respect in the different performances and pieces. | 19. Respect the contributions of other performers and the conductor when performing songs. | 19.1 Understand the importance of the different roles in group performances of pieces of music. | SOC, CULT |
| Fun with expression with the voice, instruments or body. | 20. Value and enjoy the knowledge acquired, taking an interest in applying it to their performances in class. | 20.1 Participate without inhibition in musical games. | AUT |
| 20.2 Take an interest in improving the quality of musical performances. | AUT |

**UNIT 6.** MUSIC LAND

* **CONTENTS**

In unit 6, pupils will learn to tell the difference between duple and triple metre by listening to different pieces of music. The unit also looks at different musical professions, the percussion instruments in a symphony orchestra, and the positions of all the instrument families in an orchestra. The positions of the notes la/A, si/B and do’/C’ on the stave are introduced. Pupils will also learn about voices with different qualities, and practise articulation and phrasing by singing onomatopoeic words.

* **VOCABULARY**

**Key vocabulary**

Metre: march, waltz

Professions: composer, musician, luthier, dancer, conductor

Percussion instruments in a symphony orchestra: marimba, cymbals, timpani, tubular bells

Male voice, female voice, child’s voice

**More words**

Holidays, suitcases, village, mountains, beach

* **METHODOLOGY AND PROBLEM AREAS**

Revise the concept of time signatures before starting the unit. Pupils may find it difficult to identify the time signature or metre of pieces of music of different types. The rhythm diagrams provided will help with this, and pupils can follow them as they listen to the music. It is a good idea to look at the classroom percussion instruments again and note the similarities with the percussion instruments in an orchestra. It is important to have pictures in the classroom of the different instrument families in an orchestra. It is also useful to revise the positions on the stave of the notes pupils already know, before introducing the new ones in this unit. By the end of this unit, pupils will have learned all the notes in a C major scale, and a sound understanding of this is key for future years. Remind pupils of the concept of onomatopoeic words and give examples.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Do exercises to practise positioning and writing notes on the stave.

**Extension**

Show pupils conventional scores and get them to identify the notes they know.

* **CROSS-CURRICULAR LINKS**

This unit links with various areas. The new vocabulary learned links to English Language. Musical professions are linked to Social Science. The different landscapes and ecosystems pupils remember from their holidays are linked to Natural Science. The measurable qualities of vocal sounds can be linked to Mathematics.

* **ICT**

ICT can be used to find pieces of music similar to the march or waltz heard in this unit, to help pupils tell the difference between different metres. Information about music-related professions and professionals can also be found online, as well as pieces performed by choirs or symphony orchestras.

* **VALUES AND ATTITUDES**

**Imagination.** Pupils should develop their imagination and understand that it is an important quality, helping us create new situations and find solutions to different problems.

* **EMOTIONAL INTELLIGENCE**

Pupils will be asked what music-related profession they would choose.

* **ACTIVITIES WITH PARENTS**

Suggest that pupils do activities that help develop their creativity and imagination during their free time. Good options include role-playing games, like going on a fantastic journey, preparing a special meal, etc.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[6]](#footnote-6)** |
| --- | --- | --- | --- |
| Discovery and identification of qualities of sounds in the immediate environment (pitch, length and timbre). Identification, comparison and classification of sounds according to their qualities. | 1. Listen to music to identify qualities of sound. | 1.1 Identify the pitch and timbre of musical and non-musical sounds in the immediate environment, in dictation exercises, songs and recordings. | MST, LTL |
| Auditory and visual recognition and description of some string, wind and percussion instruments, classifying them in accordance with how they are played. An understanding of some instrumental ensembles. | 2 Identify and discriminate through listening instruments from string, wind and percussion families, and some instrumental ensembles. | 2.1 Recognise and classify wind, string and percussion family instruments and some instrumental ensembles. | LTL, CULT |
| Identification of female, male and child’s voices in vocal groupings. | 3. Identify and recognise sounds of adult and child’s voices through listening, discovering the parameters of each sound. | 3.1 Recognise and describe sounds of adult and child’s voices. | LIN, LTL |
| 4. Recognise and classify some vocal groupings. | 4.1 Recognise and classify some vocal groupings. | LIN, LTL |
| Knowledge of music professions (composer, conductor, musician, soloist, etc.) and understanding and appreciation of their work. | 5. Recognise and appreciate music professions (composer, conductor, dancer, musician, etc.) and what their work entails. | 5.1 Understand the roles of composer, orchestral conductor, musician and dancer. | SOC, AUT |
| Knowledge and use of basic musical language to read conventional and unconventional scores in order to perform pieces of music. | 6. Learn about the basic elements of musical language. | 6. Understand the basic elements of musical language: the stave, treble clef, duple and triple metres, the crotchet and its length, notes and the scale. | MST, LTL |
| 7. Read and perform simple scores containing various notes of different lengths, rests and accents. | 7.1 Identify note symbols (crotchets) on a score. | MST, LTL |
| 7.2 Identify and perform pieces in duple and triple metre in contextualised situations. | MST, LTL |
| Use of body movements to depict different ascending and descending intervals. | 8. Identify and depict, using the body, ascending and descending intervals in songs and extracts from simple pieces. | 8.1 Depict, using the body and non-conventional symbols, sounds of different lengths and dynamics in simple melodies. | MST, LTL |
| Active listening to and enjoyment of a selection of short instrumental and vocal pieces of different styles from different cultures and periods, recognising their basic formal elements. | 9. Identify the key characteristics of musical pieces of different styles and from different cultures. | 9.1 Identify pieces of different styles and from different cultures. | LTL, CULT |
| 10. Identify melodies, remember the title and, if applicable, the composer of some of the pieces of music listened to in class. | 10.1 Identify melodies and remember the title and composer of some of the pieces of music listened to in class. | LTL, CULT |
| Identification and recognition of basic musical forms (ostinato, verses and chorus) in songs and extracts of pieces. | 11. Listen actively and analyse the organisation of simple vocal and instrumental pieces, and describe their constituent elements. | 11.1 Identify simple musical forms in different pieces. | LTL, CULT |
| Performance of popular children's songs. | 12. Identify and perform children's songs. | 12.1 Know and perform simple popular children's songs in a coordinated way and taking into account the metre and the tempo. | LIN, LTL, CULT |
| Use of onomatopoeic words in performances and creations. | 13. Know and perform onomatopoeic words for animals and objects in the immediate environment. | 13.1 Recognise different sounds made by animals and objects in the immediate environment, and use onomatopoeic words to depict them. | MST, LTL |
| Fun exploration of the expressive and sound possibilities of the voice: rhythmic recital exercises, articulation and breathing games. | 14. Explore the different possibilities of their vocal tract. | 14.1 Recognise, describe and recreate the qualities of the voice through listening exercises. | LIN, LTL |
| 14.2 Use the voice to produce sounds of different pitches, dynamics, lengths and timbres. | LIN, LTL |
| Introduction to singing technique, with a focus on breathing, phonation, articulation, pronunciation and intonation. | 15. Understand the voice as an instrument and means of expression, and the importance of taking care of it, and use it to perform songs and voice exercises, paying attention to intonation, breathing and pronunciation. | 15.1 Use the voice as a means of expression to perform a short story. | LIN, CULT |
| 15.2 Understand and practise breathing, articulation and pronunciation in voice games and when performing songs, and try to use good intonation. | LIN, CULT |
| 16. Learn, remember and sing in unison the songs proposed with appropriate breathing and articulation, and in coordination with the rest of the group. | 16.1 Perform songs and instrumental pieces containing repetition, and adapt their voice to singing in unison. | LIN, LTL, CULT |
| Performance of songs of different styles and from different periods and cultures as a means of expression to develop creativity. | 17. Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | 17.1 Perform songs of different styles and from different periods and cultures, individually or in groups, as a means of expression, developing creativity and taking responsibility for their role in group performances. | LIN, LTL, CULT |
| Understanding of their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 18. Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | 18.1 Understand their own body as an instrument to express feelings and emotions, controlling their expressivity, valuing their own performance and that of others, as a means of social interaction. | SOC, AUT |
| Free movement and actions with the arms, head and face. | 19. Freely do movements or actions with their arms, head and face, adapting to the speed and dynamics of the music or to different sound stimuli. | 19.1 Freely do movements or actions with their arms, head and face, adapting to the speed and dynamics of the music or to different sound stimuli. | CULT |
| Improvisation of movements in response to different visual, verbal, sound and musical stimuli. | 20. Invent and do movements adapted to the tempo and character of a musical motif. | 20.1 Improvise movements in response to different sound stimuli. | AUT, CULT |
| Performance of short stories, songs or pieces of music using movements and actions. | 21. Dramatise songs. | 21.1 Dramatise songs with actions using an established code, and do appropriate actions in time with the lyrics. | AUT, CULT |
| Understanding of the importance of concentration and silence when listening to music and doing activities. | 22. Behave appropriately during listening exercises and performances, remaining silent and listening with interest. | 22.1 Know, understand and follow the rules of listening during performances and listening exercises. | SOC, AUT |
| Fun with expression with the voice, instruments or body. | 23. Value and enjoy the knowledge acquired, taking an interest in applying it to their performances in class. | 23.1 Participate without inhibition in musical games. | AUT, CULT |

**TERM 1**

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[7]](#footnote-7)** |
| --- | --- | --- | --- |
| Identification, description, comparison and classification of sounds according to their qualities. | 1. Describe different sounds based on their qualities and depict variations in pitch, dynamics and length. | 1.1. Identify, classify and describe sounds based on their origin and qualities. | MST, AUT |
| Reproduction of audio and video via tablets and computers. | 2. Play audio and video on tablets and computers. | 2.1. Use tablets and computers to play audio and video. | DIG, LTL |
| Use of audiovisual and computer resources and selection of sounds made with the voice, objects and instruments to provide sound accompaniments for simple stories and pictures. | 3. Provide sound accompaniments for pictures and stories using audiovisual and computer resources. | 3.1. Provide sound accompaniments for pictures and stories using audiovisual and computer resources. | DIG, LTL, CULT |
| Identification, classification and correct use of small pitched and unpitched percussion instruments. | 4. Recognise the sound possibilities of percussion instruments to accompany vocal pieces. | 4.1. Use percussion instruments to provide rhythmic accompaniments to recited texts, songs and recordings. | AUT, CULT |
| Sound experimentation with various objects and materials. Construction of simple instruments to be used in class and preparation of an information label for each instrument. | 5. Explore and use, freely and with guidance, the expressive and sound possibilities of different materials, instruments and electronic devices. | 5.1. Discover the many sounds produced by objects, materials and instruments, explore their expressive possibilities and build simple musical instruments using everyday objects. | LTL, CULT |
| Creation and improvisation of simple melodies and rhythms, experimenting with non-conventional language. | 6. Invent and perform sound messages using non-conventional symbols. | 6.1. Use the voice to perform a simple invented sound message written with non-conventional symbols. | AUT |
| Understanding of the importance of concentration and silence when listening to music and doing activities. | 7. Gradually control the volume of the spoken voice and help create a good working environment. | 7.1. Gradually control the volume of the spoken voice and help create a good working environment. | LIN, SOC |
| Appreciation and enjoyment of different performances and pieces. Respect the participants in those performances. | 8. Appreciate and enjoy different performances and pieces and respect the participants in those performances. | 8.1. Understand the importance of the different roles in group performances of pieces of music. | SOC, CULT |
| Understanding of verbal and non-verbal information in oral texts such as explanations of family, school and social environments. | 9. Understand the overall meaning of oral texts and participate in conversations and dialogues by listening, letting everyone speak in turn, and expressing their likes and experiences on their own initiative. | 9.1. Understand the overall meaning of oral texts and participate in conversations and dialogues by listening, letting everyone speak in turn, and expressing their likes and experiences on their own initiative. | LIN, SOC |
| Opinions and respect of those of others. | 10. Value the importance of giving opinions and respecting those of others, taking turns in an appropriate manner. | 10.1. Give opinions and respect those of others, taking turns in an appropriate manner. | LIN, SOC |
| Use of cooperative learning strategies. Completion of group projects under guidance, fulfilling assigned roles in tasks involving several classmates. Dialogue between peers under guidance. | 11. Participate in teams, completing the task assigned to them and collaborating with other members of the group to achieve goals. | 11.1. Participate in teams, completing the task assigned to them and collaborating with other members of the group to achieve goals. | SOC |
| 12. Know the importance of appropriate use of classroom instruments and materials. | 12.1. Use classroom instruments and materials in an appropriate way. | LTL, SOC |
| Creative planning of group and individual projects. | 13. Know the importance of creative planning of group and individual projects. | 13.1. Plan group and individual projects. | LTL, SOC, AUT |
| Use of didactic software and multimedia to learn about the qualities of sound. | 14. Discover the possibilities of electronic devices, mobiles and computers to reproduce and experiment with sounds. | 14.1 Use mobiles and computers to reproduce and experiment with sounds. | DIG, LTL |
| Consolidation and extension of vocabulary and terms related to the subject area. | 15. Know the importance of vocabulary to talk about work done and learning points studied. | 15.1. Recognise and use vocabulary to talk about work done and learning points studied. | LIN, LTL |
| Effort, participation. Consistency and work habits. | 16. Recognise the importance of making an effort and paying attention while participating in an activity and not give up when things get difficult. | 16.1 Make an effort, pay attention while participating in an activity and not give up when things get difficult. | LTL |

**TERM 2**

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[8]](#footnote-8)** |
| --- | --- | --- | --- |
| Introduction to songs and dances from different cultures. | 1. Learn about songs and dances from different cultures. | 1.1. Learn about songs and dances from different cultures. | CULT |
| Music as a children's language: popular songs and games. | 2. Understand the importance of music in popular songs and games. | 2.1. Understand the importance of music in popular songs and games. | CULT |
| Understanding of the importance of concentration and silence when listening to music and doing activities. | 3. Gradually control the volume of the spoken voice and help create a good working environment. | 3.1. Gradually control the volume of the spoken voice and help create a good working environment. | LIN, SOC |
| Use of ICT devices, under guidance, to find, view and play multimedia resources. | 4. Find and select information, under guidance, about different types of music using different media, understanding that such sources of information are not always reliable. | 4.1. Find and select information, under guidance, about different types of music using different media. | DIG, LTL, AUT |
| 5. Find bibliographical information online and in the media about instruments, composers, performers and musical events. | 5.1. Find bibliographical information online and in the media about instruments, composers, performers and musical events. | DIG, CULT |
| Understanding of verbal and non-verbal information in oral texts such as explanations of family, school and social environments. | 6. Understand the overall meaning of oral texts and participate in conversations and dialogues by listening, letting everyone speak in turn, and expressing their likes and experiences on their own initiative. | 6.1. Understand the overall meaning of oral texts and participate in conversations and dialogues by listening, letting everyone speak in turn, and expressing their likes and experiences on their own initiative. | LIN, SOC |
| Opinions and respect of those of others. | 7. Value the importance of giving opinions and respecting those of others, taking turns in an appropriate manner. | 7.1. Give opinions and respect those of others, taking turns in an appropriate manner. | LIN, SOC |
| Use of cooperative learning strategies. Completion of group projects under guidance, fulfilling assigned roles in tasks involving several classmates. Dialogue between peers under guidance. | 8. Participate in teams, completing the task assigned to them in collaboration with other members of the group to achieve goals. | 8.1. Participate in teams, completing the task assigned to them and collaborating with other members of the group to achieve goals. | SOC, AUT |
| 9. Use class instruments and materials correctly, keeping them tidy and in good condition. | 9.1. Use class instruments and materials correctly, keeping them tidy and in good condition. | LTL, SOC |
| Creative planning of individual or group projects. Organisation of a project under guidance. | 10. Participate in the planning process to build an object or complete a task, follow the required steps in order (with help), recognise if the steps have been followed correctly and express their opinions about the result. | 10.1. Participate in the planning process to build an object or complete a task, follow the required steps in order (with help), recognise if the steps have been followed correctly and express their opinions about the result. | LTL, AUT |
| Semantic fields to expand and consolidate specific musical terminology. | 11. Recognise and use musical vocabulary of the appropriate level to talk about the activities done and what they have learned. | 11.1. Recognise and use musical vocabulary of the appropriate level to talk about the activities done and what they have learned. | LIN, LTL |
| Use of didactic software and multimedia to learn about the qualities of sound. | 12. Discover the possibilities of electronic devices, mobiles and computers to reproduce and experiment with sounds. | 12.1. Use mobiles and computers to reproduce and experiment with sounds | DIG, LTL |
| Use of audiovisual and ITC resources, vocals and instruments to make soundtracks for simple stories and images. | 13. Learn about making a soundtrack for simple stories using audiovisual and ICT resources | 13.1. Make a soundtrack for simple stories using audiovisual and ICT resources | DIG, LTL, CULT |
| Sound experimentation with diverse objects and materials. Construction of simple instruments to use in class and a written profile of the instrument. | 14. Discover and use (freely or with guidance) the sound possibilities of different materials, instruments and electronic devices | 14.1. Explore the wealth of sounds of objects, materials and instruments, discovering their expressive possibilities and construct simple musical instruments from everyday objects. | AUT, CULT |

**TERM 3**

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[9]](#footnote-9)** |
| --- | --- | --- | --- |
| Identification of sound qualities in natural and social environments. Identification, description, comparison and classification of sounds according to their qualities. | 1. Listen to music using computer applications to identify qualities of sound. | 1.1. Use different computer applications to practise auditory discrimination of sound qualities. | DIG, LTL |
| Use of multimedia didactic software to learn about basic aspects of the elements of music. | 2. Understand basic use of some musical resources or digital applications relating to sources of sounds or instruments studied previously. | 2.1 Understand basic use of some musical resources or digital applications relating to sources of sounds or instruments studied previously. | DIG, LTL |
| Reproduction of audio and video via tablets and computers. | 3. Play audio and video on tablets and computers. | 3.1 Use tablets and computers top lay audio and video. | DIG, SOC |
| Sound experimentation with various objects and materials. Construction of simple instruments to be used in class and preparation of an information label for each instrument. | 4. Explore and use, freely and with guidance, the expressive and sound possibilities of different materials, instruments and electronic devices. | 4.1 Discover the many sounds produced by objects, materials and instruments, explore their expressive possibilities and build simple musical instruments using everyday objects. | AUT, CULT |
| Understanding of the importance of concentration and silence when listening to music and doing activities. | 5. Gradually control the volume of the spoken voice and help create a good working environment. | 5.1 Gradually control the volume of the spoken voice and help create a good working environment. | LIN, SOC |
| Understanding of verbal and non-verbal information in oral texts such as explanations of family, school and social environments. | 6. Understand the overall meaning of oral texts and participate in conversations and dialogues by listening, letting everyone speak in turn, and expressing their likes and experiences on their own initiative. | 6.1 Understand the overall meaning of oral texts and participate in conversations and dialogues by listening, letting everyone speak in turn, and expressing their likes and experiences on their own initiative. | LIN, SOC |
| Opinions and respect of those of others. | 7. Value the importance of giving opinions and respecting those of others, taking turns in an appropriate manner. | 7.1 Give opinions and respect those of others, taking turns in an appropriate manner. | LIN, SOC |
| Use of cooperative learning strategies. Completion of group projects under guidance, fulfilling assigned roles in tasks involving several classmates. Dialogue between peers under guidance. | 8. Participate in teams, completing the task assigned to them and collaborating with other members of the group to achieve goals. | 8.1 Participate in teams, completing the task assigned to them and collaborating with other members of the group to achieve goals. | SOC |
| 9. Use class instruments and materials correctly, keeping them tidy and in good condition. | 9.1 Use class instruments and materials correctly, keeping them tidy and in good condition. | SOC |
| Creative planning of individual or group projects. Organisation of a project under guidance. | 10. Participate in the planning process to build an object or complete a task, follow the required steps in order (with help), recognise if the steps have been followed correctly and express their opinions about the result. | 10.1 Participate in the planning process to build an object or complete a task, follow the required steps in order (with help), recognise if the steps have been followed correctly and express their opinions about the result. | LTL, SOC |
| Semantic fields to expand and consolidate specific musical terminology. | 11. Recognise and use musical vocabulary in their conversations about the content of the activities done and to talk about what they have learned. | 11.1 Recognise and use musical vocabulary in their conversations about the content of the activities done and to talk about what they have learned. | LIN, LTL |
| Playing audio and video using electronic devices, mobiles and computers. | 12. Play audio and video using electronic devices, mobiles and computers. | 12.1. Play audio and video using electronic devices, mobiles and computers. | DIG, SOC |
| Perform simple dances in pairs or groups controlling posture and coordination paying attention to movement in space and that of other people. | 13. Perform dances in a coordinated manner paying attention to space and time instructions. | 13.1. Perform dances in a coordinated manner paying attention to space and time instructions. | AUT |
| Creative planning of group and individual projects. | 14. Know the importance of creative planning of group and individual projects. | 14.1. Plan group and individual projects. | SOC, AUT |

1. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-1)
2. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-2)
3. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-3)
4. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-4)
5. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-5)
6. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-6)
7. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-7)
8. 8 KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-8)
9. KEY COMPETENCES

   LIN Competence in linguistic communication

   MST Competence in mathematics, science and technology

   DIG Digital competence

   SOC Competence in social awareness and citizenship

   CUL Competence in artistic and cultural awareness

   LTL Competence in learning to learn

   AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-9)