

Hullabaloo Primary Music Curriculum - End of Year Assessment

Year 1 - Hullabaloo Novice

A **Hullabaloo novice** knows that we use special signs, or symbols, in music and that these can represent sounds. They can create their own compositions by making sound effects to match simple picture signs. They can play and sing long and short sounds and compose their own pieces of music on unpitched percussion instruments, using long or short sounds. Knowing that beat is like the steady tick-tock of a clock in a piece of music, they are able to march on the spot or clap in time to the beat and have started learning about rhythm, using syllables and words to help with this.

A Hullabaloo novice has investigated a wide variety of unpitched percussion instruments and can hold a beater correctly to play them with control. They enjoy singing both familiar and new songs in a group. They know that everybody's voice has its own special sound, and that musical instruments do too. They have learned to identify some classroom instruments just by listening to the sounds they make, and this helps them to carefully choose instruments to create sound effects for stories.

These children are Hullabaloo novices:

Notes

Hullabaloo!



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Year 1 - Hullabaloo Apprentice

A **Hullabaloo apprentice** knows that we use special symbols in music to show us what sounds to play when, and how to play them, including long and short sounds. They have learned to read and follow a graphic score and can create their own, using symbols to represent different sounds and durations of sounds. They know that 'f' is the sign for 'loud' in music and 'p' means 'quiet'. Knowing that beat is the steady tick-tock that keeps time in a piece of music, a Hullabaloo apprentice can clap and play percussion instruments to keep the beat in pieces of music of different and changeable speeds. They have learned about rhythm using syllables and words and use this knowledge to follow rhythm dot patterns. A Hullabaloo apprentice can choose the right beater for a range of percussion instruments, holding it correctly to play in time with the beat in pieces of music that change tempo. They enjoy learning and singing new songs, following musical instructions to start and stop at the same time as the others in the group. They know that instruments and voices have their own special sound, called timbre, and can identify a variety of instruments by the sounds they make. Their knowledge of timbre helps them to choose instruments and body percussion carefully to create effective sound effects to enhance stories.

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Year 1 - Hullabaloo Guru

A **Hullabaloo guru** knows that we use special symbols in music to show what sounds to play or sing, and how to play them. They can follow the dynamics signs 'f' and 'p' in their singing and playing and choose dynamics for their own compositions using these symbols. A Hullabaloo guru can read and follow graphic scores and compose their own structured pieces of music by making graphic scores for themselves and others to follow. They use symbols in graphic notation to represent long and short sounds and can create their own music, with carefully chosen percussion instruments, playing long and short sounds. Knowing that beat is the steady tick-tock that keeps time in a piece of music, a Hullabaloo guru can confidently play percussion instruments correctly to keep the beat in pieces of music of varying tempos. They can also explain the difference between beat and rhythm and use dot patterns to make and follow rhythms, as well as creating their own. They enjoy singing new songs as part of a group, with good posture and enunciating words clearly. They use their knowledge of timbre to carefully choose appropriate body percussion, instrumental and vocal sounds to create effective sound effects to enhance stories.

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Notes

Hullabaloo!

