IOMAIRT CEÒL NA H-ÒIGRIDH | YOUTH MUSIC INITIATIVE

Experiences & Outcomes relating to the Curriculum for Excellence

A selection of the following Second Level Es & Os along with the corresponding benchmarks will be covered throughout YMI sessions. This list may be expanded upon depending on the subjects covered by tutors in song, rhyme and stories associated with the music.

Expressive Arts	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/ performances. **EXA 2-01a**	N/A
	I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. **EXA 2-16a**	• Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures[1], such as folk songs or songs from musicals, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. • Performs on instruments, individually or as part of a group, to communicate the mood and character of a piece of music through, for example, the use of appropriate dynamics and expression. • Applies verbal and non-verbal techniques whilst giving and/or following performance directions, for example, eye contact and/or body language. • Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms. • Explains preference for music pieces listened to, live and/ or recorded, using appropriate music concepts.
	I can use my voice, musical instruments, and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a**	
	Inspired by a range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 2-18a**	
	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-19a**	• Recognises a range of music styles and identifies some of the main instruments used in, for example, classical music, jazz music, rock and pop music[1]. • Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate music vocabulary.

[1] YMI Highland showcases Traditional Highland and Gaelic music and song in particular.

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Health & Wellbeing	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 2-05a**	N/A
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 2-11a**	
	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**	
	I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a**	• Explains own ambitions and identifies ways to achieve them. • Manages personal profile and uses it to discuss interests, strengths and skills. • Identifies connections between skills and the world of work. • Uses investigative skills to gain more information about jobs / careers.
Gaelic (Learners)	I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **LGL 2-01a**	• Participates in a range of language activities, for example, teacher exposition, language learning games, stories, short role-plays and presentations which extend vocabulary and phrases. • Demonstrates an understanding of language used in language activities such as games, stories and songs through, for example, appropriate responses, repetition and / or retelling. • Demonstrates an understanding of a variety of listening texts in which they identify individual words and gist, and respond appropriately to questions. • Demonstrates understanding of classroom instructions through appropriate responses.

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	I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. LGL 2-07a	• Uses knowledge of sounds, letters and sound patterns to support pronunciation and understanding of words contained in familiar texts. • Pronounces familiar words clearly to support communication. • Responds to questions and prompts using learned vocabulary and phrases. • Recognises familiar words in different contexts in, for example, short stories, games and rhymes. • Applies pronunciation rules to unfamiliar words. • Uses appropriate intonation.
	I can make comparisons and explore connections between spelling patterns in English and Gaelic. LGL 2-11b	• Recognises common words and words from different topics and reads aloud texts, demonstrating understanding. • Reads and understands texts that incorporate vocabulary and structures learned in both familiar and unfamiliar contexts. • Reads and demonstrates understanding of texts written in the present tense to which expression is added. • Reads and demonstrates understanding of sentences which include basic adjectives, adverbs and use of numerals. • Uses knowledge of sounds, letters and patterns, grammar and structures, in Gaelic, to read and understand words contained in familiar texts. • Applies reading strategies such as skimming to work out the meaning of words from contexts.
	I can recognise and comment on other features of my own language, which help me to make sense of words in Gaelic. LGL 2-11c	
	I can use familiar language to describe my circumstances and exchange straightforward information. I can make reference to aspects of Gaelic culture and tradition. LGL 2-12a	• Creates short written texts which convey some information, for example, about themselves and others, the promotion of events such as Mòd or Fèis, brief social media message or a fact file.[2]

[2] Not all YMI classes will make use of writing skills during the sessions but resulting opportunities could be acted upon in class settings between or after sessions if required.

Literacy (Gàidhlig & English)	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**	• Contributes a number of relevant ideas, information and opinions when engaging with others. • Shows respect for the views of others and offers own viewpoint. • Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. • Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary.
	As I listen and take part in conversations, I can use new words, phrases and Gàidhlig idiom to help me to engage in a coherent manner using extended vocabulary and more complex language structures. **GAI 2-02a**	• Identifies the purpose of spoken texts with suitable explanation. • Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. • Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.
	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**	
	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**	• Communicates clearly, audibly and with expression in different contexts. • Plans and delivers an organised presentation/talk with relevant content and appropriate structure. • Uses suitable vocabulary for purpose and audience. • Selects and uses resources to support communication.
Modern Languages	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. **MLAN 2-01a**	• Participates actively in songs, rhymes and poems in the target language[3]. • Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. • Identifies rhyming words. • Predicts 'missing' words from familiar songs, rhymes or poems.

[3] Gaelic would be the target language in YMI Highland sessions with Scots and English included as appropriate.

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		• Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. • Demonstrates understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in the target language. • Demonstrates understanding of familiar words and phrases in increasingly full sentences / phrases which convey information about familiar contexts, for example, self, home, family, school.
	I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a	• Demonstrates understanding of songs and rhymes in the target language through appropriate repetition of key words or sections, actions, gestures and mime. • Uses contextual clues to infer the meaning of any new vocabulary.
Social Studies	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	• Uses both primary and secondary sources of evidence in an investigation about the past. • Places an event appropriately within a historical timeline. • Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. • Describes and discusses at least three similarities and differences between their own life and life in a past society. • Contributes two or more points to the discussion (in any form) as to why people and events from the past were important. • Places those people and events on a timeline.
	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a	
	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a	
	I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a	
	I can explain how the needs of a group in my local community are supported. SOC 2-16a	• Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.

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