



**Prior Knowledge:**

- We are more confident finding the **pulse through games** and 'listen and appraise' activities.
- We **are able to** describe how **rhythm is different to pulse** and demonstrate finding them.
- We can **follow a graphic score through movement**
- We can **follow pitch using a graphic score** and are starting to recognise solfa pitches

**Singing:**

- Learn **simple songs, chants and rhymes** from memory with **actions and instruments**.
- Sing songs** with a **wider pitch range** and '**chorus and verse**' structure. Some songs have other parts like a '**bridge**', '**introduction**' and '**pre-chorus**'
- We **will sing** at the same pitch/ in unison (**together**).
- We will continue to sing **call and response** songs.

**Musicality:**

- Find the **pulse** with **percussion instruments** and **body percussion**.
- Find, read and play '**ta**', '**ti-ti**', '**ta-a**' and '**shh**' rhythms.
- Find, read and play '**so**', '**mi**', '**la**' '**do**' pitches.
- Compose rhythms and melodies using rhythms and pitches

**Listening:**

We **are able to** listen carefully and talk about:

- Voices and instruments** and their orchestral family,
- High pitch** and **low pitch** sounds, **high pitch** and **low pitch** instruments,
- Fast (Allegro)** and **slow (largo)** tempo,
- Loud (forte)** and **soft (piano)** dynamics,
- How music can be shown **through: pictures, lines and symbols,**

**Composing:**

















- We will **improvise and compose simple rhythms** using
  1. **untuned percussion** – rhythm sticks, drums, woodblocks, bells
  2. **tuned percussion** – chime bars and glockenspiels
  3. **our voices** and as part of the song that we are learning.

**Performing:**

We will **perform to our friends** and **watch performances** together. We will talk about **what went well** and what could be **even better**, giving **constructive feedback**.

We will **perform in separate parts** and **in unison (together)**

**Music Key Vocabulary**

<b>pulse</b>		A steady beat.
<b>Rhythm</b>		A pattern of long and short notes.
<b>Pitch</b>		How <b>high</b> or <b>low</b> a sound is.
<b>tempo</b>		How <b>fast</b> or <b>slow</b> the music is.
<b>timbre</b>		The different ways a sound can be played e.g. on strings or on woodwind
<b>Improvise</b>		To <b>make music without writing it down</b> / to play with sounds
<b>Compose</b>		To <b>write down music</b> so that you have a record.
<b>graphic score/ song map/ music map</b>		<b>Symbols, pictures and shapes</b> that show what are going on in in the music.
<b>Notes</b>		How music is written.
<b>untuned instrument</b>		An instrument that you can use to play the <b>pulse</b> or the <b>rhythm</b> .
<b>tuned instrument</b>		An instrument that you can use to play a <b>melody</b> .
<b>body percussion</b>		Making music with <b>parts of your body</b> : clapping, clicking, stomping
<b>Sea shanty</b>		A song sung by sailors/ pirates to <b>boost morale</b> and to <b>keep everyone rowing</b> at a constant <b>speed</b> .
<b>Symphony Orchestra</b>		musical families performing music together in the Western world.
<b>Dot notation</b>		Showing pitch changes and rhythm changes through dots
<b>Stick notation</b>		Showing rhythm patterns through lines



- Listen and Appraise key questions**
- Are the dynamics loud (forte) or soft (piano)?
  - Is the tempo fast (Andante) or slow (largo)?
  - Can you hear any instruments?
  - Can you hear any voices?
  - Can you demonstrate the pulse?
  - How does the music make you feel?
  - Is it similar to anything you have heard before?
  - Who is the composer?

How we show pitch

**Rhythm**  
is a pattern of long and short sounds.  
There are lots of ways of showing rhythm



C	F	G	
C	F	G	
G	F	G	F
C	F	G	C

Melodic Composition using 3 notes/ pitches

Rhythm Composition using rhythm strips

**Pulse**   
is the steady beat  
Like a ticking clock, a heartbeat or wiper blades.

**Pitch**  
tells us if a note is high or low  
We know that larger instruments have a low pitch and smaller instruments have a high pitch.

**Tempo**  
tells us if the music is fast or slow  
Tempo can change the mood of the song or piece

**Dynamics** tell us if music is loud (forte) or soft (piano)

