



Key Vocabulary		Reading around the topic	Sticky Knowledge	PSHE links
Word	Definition			
Accompaniment	The underlying sounds used to support a melody line eg hand sounds which accompany the melody			<ul style="list-style-type: none"> ➤ Share equipment ➤ Take turns
Score	Any written representation of music designed to record a composer's intention			<ul style="list-style-type: none"> ➤ Understand the importance of respecting others
Body percussion	Sound that can be made with parts of the body such as clapping, tapping knees, stroking sleeve			
Duration	The length of a sound or silence			
Dynamic/volume	The volume of the music, usually described in terms of loud/quiet			
Notation	Ways of writing music down			
Ostinato	A short rhythmic or melodic pattern that is repeated over and over			
Pictorial symbols	A simple form of notation in which a picture is used to represent a sound			
Pitch	Complete range of sounds from the lowest to the highest			
Pulse/beat	The regular heart beat of the music – the 'steady beat'			
Rhythm	Patterns of long and short sounds and silence played within a steady beat			
Structure	Most music is underpinned by a structure which may be as simple as beginning, middle and end			
Tempo	The speed at which music is performed, usually described in terms of fast/slow			
Timbre	Quality of sound			
Tuned percussion	Family of instruments which include chime bar, bells			
Untuned percussion	Percussion instruments which make sounds of indefinite pitch			
		<p>KEY LEARNING</p> <ul style="list-style-type: none"> ➤ Play tuned and untuned instruments ➤ Rehearse and perform with others ➤ Experience how sounds can be made in different ways ➤ Explore, choose and organise sounds and musical ideas ➤ Recognise the difference between long and short sounds ➤ Copy simple patterns of sound of long and short duration ➤ Identify similar rhythmic patterns 	<ul style="list-style-type: none"> ➤ I can recognise long and short sounds. ➤ I can perform long and short sounds in response to symbols ➤ I can respond to long and short sounds through movement and on classroom instruments ➤ I can create long and short sounds on untuned and tuned percussion instruments ➤ I can identify long and short sounds in music ➤ I can create a sequence of long and short sounds 	<p>Enhancement Opportunities</p> <ul style="list-style-type: none"> ➤ Perform their music to another class (through video link) ➤ Play hand bells ➤ Perform Christmas play ➤ Listen to Lazy Mondays <p>Values Theme</p> <ul style="list-style-type: none"> ➤ Happiness