



Listening and Responding:



Identify the pulse	<i>Can you clap to the pulse? Can you move to the pulse?</i>
Discuss the pitch	<i>Which instruments are playing high? Or low? How does the melody change?</i>
Discuss the dynamics	<i>How does the dynamics affect the song or music?</i>
Discuss structure	<i>Is there an introduction? Is there a verse or a chorus? Can you hear a repeated melody?</i>
Hear and name instruments	<i>Can you name the instruments you can hear in the music?</i>
Describe an emotional response	<i>How does the music make you feel?</i>
Describe a visual response	<i>What does the music make you think of?</i>
Express an opinion	<i>Do you like the music? Can you explain why?</i>
Listens to a range of musical styles and can discuss similarities and differences.	<i>Have you heard this style of music before? What sounds the same? What is different? Does this remind you of anything you have heard before? What is the music style?</i>

Key vocabulary:

- Pulse
- Pitch
- Tempo
- Dynamics
- Structure-introduction, verse, chorus
- Backing vocals
- Names of classroom percussion instruments
- Crotchet
- Minim
- Semibreve
- vocals

Key Music Styles/Composers/Performers:

- RnB
- Pop
- Reggae
- Traditional music from around the world- Hindu, Chinese Folk, Traditional Turkish, Polynesian and Sudanese
- Disco
- Classical incl La Mer by Debussy
- Motown
- Soul



Musical Activities:

- Take an active part in pulse/rhythm/pitch games
- Understand and participate in singing warm-ups
- Learning melodies and parts for singing songs
- Playing tuned percussion instruments correctly for example the Glockenspiel
- Using tuned percussion instruments to:
 - Play a learned sequence of notes
 - Improvise a part using a set number of notes
 - Play parts in a group or to accompany singing
 - Read notation for C, D, E, F,
 - Understand and recognise crotchet, minim and semibreve
- Performances should include discussions about the audience, preparation and evaluation

