



Listening and Responding:

Identify the pulse	<i>Can you clap to the pulse? Can you move to the pulse?</i>
Hear and name instruments	<i>Can you name the instruments you can hear in the music? Describe the sounds or timbre. How are the instruments layered together (texture)?</i>
Discuss the structure	<i>Can you identify the chorus, verse or bridge?</i>
Describe an emotional response	<i>How does the music make you feel? Does this music have a message?</i>
Discuss the dynamics.	<i>How do the dynamics affect the music?</i>
Express an opinion	<i>Do you like the music? Can you explain why?</i>
Discuss the message	<i>Does this music have a message?</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? Can you name the style?</i>
Discuss historical context	<i>What was happening when this music was written?</i>

Key vocabulary:

Instrument names-orchestral popular classroom

- Pitch
- Pulse
- Dynamics
- Tempo
- Structure
- Composition
- Improvisation
- Notation
- Technique
- Texture
- Timbre
- Treble staff and clef

Key Music Styles:

- Handel's Messiah
- Pop (Pharrell Williams)
- Various styles with a water theme
- Beethoven
- Music that has been influenced by technology both popular and classical
- Songs of the Amazon (Traditional music)



[Link to Charanga information](#)

Musical Activities:

- Lead and follow a leader
- Participate in pulse/rhythm games
- Understand and participate in singing warm-ups
- Learn and perform a range of songs in unison and in parts
- Recognise notation when playing tuned percussion instruments or the recorder including range of rests
- Introduce B flat and F sharp in notation
- Rehearse, perform and evaluate compositions, instrumentals and songs
- Play classroom instruments with correct technique

