



### Listening and Responding:

<b>Identify the pulse</b>	<i>Can you clap to the pulse? Can you move to the pulse?</i>
<b>Discuss the pitch</b>	<i>Can you hear high and low sounds? Which instruments are applying them? What about the melody?</i>
<b>Hear and name instruments</b>	<i>Can you name the instruments you can hear in the music?</i>
<b>Describe an emotional response</b>	<i>How does the music make you feel?</i>
<b>Describe a visual response</b>	<i>Can you tell a story from the music?</i>
<b>Express an opinion</b>	<i>Do you like the music? Can you explain why?</i>
<b>Listens to a range of musical styles and can discuss similarities and differences.</b>	<i>Have you heard this style of music before? What sounds the same? What is different?</i>

### Key vocabulary:

Pulse  
Pitch  
Unison  
Audience  
Improvise  
Names of classroom percussion instruments

### Key Music Styles/Composers/Performers:

Afropop Ravi Shankar  
Reggae Baroque  
Pop  
Classical-Carnival Of The Animals  
By Camille Saint Saens  
London Suite Eric Coates  
South African music  
Fleetwood Mac-Albatross



[Link to Charanga](#)

### Musical Activities:

Create rhythms using words-names, favourite foods, colours, animals  
Know how to follow a leader when singing or playing instruments  
Play in time with a steady pulse  
Make different sounds with their voices  
Identify when their voices are making high and low sounds and know this is pitch  
Perform songs and music  

- know that they are sharing with an audience and how this is done
- suggest ways to improve a performance

Improvise with rhythms or musical notes  
Create melodies with up to 5 notes-C, D,E,F,G

