

What should I already know?

- How to observe others and try to play appropriately.
- Sing in time from memory, with some accuracy.
- Play either a call and/or a response role in time with another pupil.
- Keep a steady pulse.
- Improvise, using their instrument, to a given stimulus.

Key Knowledge

- You can use your body to make movements that are appropriate to the **pulse** and **tempo** of a piece of music.
- You can choose instruments with appropriate **timbre** to make different sounds for example you could use the bells to represent sparkling fishes.
- You can use voice and instruments to show **dynamic** changes in a piece of music.
- You can use voice and instruments to create **pitches** and **rhythms**.
- Music has different layers called **texture**.
- You can perform a layer of music within an overall piece by listening and responding and by using instruments or voice.
- The key vocabulary can be used to define and describe pieces of music.

Key Vocabulary and definitions

Pulse	The heartbeat of the music. Sometimes called the beat.
Dynamics	The volume of the music (loud or quiet).
Tempo	The speed of the music (fast or slow).
Timbre	The quality of sound e.g., smooth, scratchy, twinkly.
Pitch	How high or low a sound is.
Rhythm	A pattern of long and short notes.



Celeste



Glockenspiel



Chime bars



Bells



Triangle