



Key vocab

- Pulse- a steady beat like a ticking clock or heartbeat.
- Rhythm- a mixture of long and short sounds that happen over the pulse.
- Timbre- the character, texture and colour of sound.
- Pitch- how high or low sounds are.
- Melody- a sequence of pleasing sounds that make up a particular musical phrase.
- Compose- to put together, arrange or write music.
- Improvise- creating or playing music without preparing it in advance.

Skills I will develop

- Make sounds and recognise how they can give a message.
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed.
- Change sounds to reflect different stimuli.
- Contribute to the creation of a class composition.
- Say which part of a performance or composition they enjoyed and why.
- Make suggestions to improve their work.
- Perform together and follow instructions that combine the musical elements.
- Sing a melody accurately at their own pitch.
- Recognise phrase lengths and know when to breathe.
- Sing songs expressively.
- Begin to sing with control of pitch (e.g. following the shape of the melody).
- Sing with an awareness of other performers.
- Record their own ideas.

In this unit I will learn

To devise and perform body percussion inspired by visual stimuli. Learn and perform some simple songs about the Fire of London including 'London's Burning'.

<https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-samuel-pepys-part-2/zbvbscw>

An instrument I can choose.



Snare drum.

Use with drumstick.