



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.
- Notation- a way of writing down music so that anyone can play it.

Skills I will develop

- Identify different sound sources.
- To explore different sound sources.
- Identify well-defined musical features.
- Identify and name classroom instruments.
- Create and choose sounds in response to a given stimulus.
- Identify well-defined musical features.
- Identify how sounds can be changed.
- Change sounds to reflect different stimuli.
- Begin to internalise and create rhythmic patterns.
- Contribute to the creation of a class composition.
- Play instruments in different ways and create sound effects.
- Handle and play instruments with control.
- Identify different groups of instruments.
- Perform together and follow instructions that combine the musical elements.
- Create long and short sounds on instruments.
- Play and sing phrase from dot notation.
- Record their own ideas.

In this unit I will learn

About a variety of classroom instruments and the sounds created by them.

To create a soundscape inspired by the lifecycle of a bulb.

To record simple notation and use it when performing.

An instrument I can choose.



Calabash.

Use like a maraca or hit it in to a hand.