

**What I should already know**

I have experimented with, created, selected and combined sounds using the inter-related dimensions of music. I have used my voice expressively and creatively by singing songs and speaking chants and rhymes.

**Important Images**

Name	Symbol	Rest	Duration
Minim			2 beats
Crotchet			1 beat
Quaver			1/2 beat

**Key Vocabulary**

Pulse	The regular heartbeat of the music; its steady beat.
Rhythm	Long and short sounds or patterns that happen over the pulse.
Duration	How long or short a note or silence is. Can refer to a phrase or composition.
Composition	A vocal or instrumental piece of work.
Ensemble	To play together in a group.
Pitch	High and low sounds.
Dynamics	How loud or quiet the music is.
Tempo	The speed of the music; fast, slow or in-between.
Notation	Ways to visually represent music.
Performing	Singing and playing instruments for others to hear.
Phrase	A musical sentence.
Unison	To play or sing the same music at the same time.
Stave	The five lines that music is written on.
Minim	A musical note with a time value of 2 beats.
Crotchet	A musical note with a time value of 1 beat.
Quaver	A musical note with a time value of 1/2 a beat.
Rest	Silence.
Soundtrack	A piece of music played alongside images of a film, book, television program, or video game.
Time Signature	Numbers at the start of a piece of music that tell you how the pulse is grouped.
Bars	Each bar is a small amount of time. It is also called a measure.
Texture	The layers of sound; varies from thin to thick.
Timbre	The tone or quality of a sound.

**Play and Perform** Play rhythmic patterns with an awareness of dynamics and tempo using body percussion. Perform as part of an ensemble. Perform a backing track as a class with an awareness of dynamics, pitch and tempo on untuned percussion. Sing with clear diction, expressively and in tune.

**Improvise and Compose** Choose and combine sounds which incorporate pitch, dynamics and tempo. Create accompaniments for a movie clip.

**Listen and Appraise** Recognise the difference between long and short sounds.

**Musical Notation** Read and write short rhythmic patterns. Distinguish between the symbols of a crotchet, quaver and their rests; know how many beats they represent to be played. Use and understand simple time signatures.

**Appreciation and Understanding** Recognise some of the inter-related dimensions of music.

