

**What I should already know**

I can play tuned and untuned instruments musically. I have experimented with, created, selected and combined sounds using the inter-related dimensions of music.

**Important Images**



**Treble Clef Notes**

E F G A B C D E F

**Line Notes**

E G B D F

**Space Notes**

F A C E

**Time Signature**      **Bar**

Measure 1      Measure 2

| Name       | Symbol | Rest | Duration |
|------------|--------|------|----------|
| Semibreve  |        |      | 4 beats  |
| Minim      |        |      | 2 beats  |
| Crotchet   |        |      | 1 beat   |
| Quaver     |        |      | 1/2 beat |
| Semiquaver |        |      | 1/4 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.                        |
| Pitch          | High and low sounds.   |
| Dynamics       | How loud or quiet the music is.  |
| Tempo          | The speed of the music; fast or slow or in-between.                                  |
| Melody         | Another name for tune.   |
| Notation       | Ways to visually represent music.  |
| Performing     | Singing and playing instruments for others to hear.                                  |
| Phrase         | A musical sentence.  |
| Unison         | Everyone plays or sings the same music at the same time.                             |
| Stave          | The five lines that music is written on.   |
| Treble clef    | A sign on a stave which shows that the notes are above middle C.                     |
| Middle C       | The C note nearest the middle of the piano keyboard.                                 |
| 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 which usually has the same number of beats in it. |

**Play and Perform**

Play rhythmic and melodic patterns with an awareness of dynamics and tempo on tuned percussion instruments.

**Improvise and Compose**

Choose and combine sounds which incorporate dynamics and tempo.

**Listen and Appraise**

Recognise the difference between long and short sounds.

**Musical Notation**

Use and/or recognise notation to write and/or read a small range of notes.

**Appreciation and Understanding**

Recognise some of the inter-related dimensions of music.

