



Land Ahoy

How do you keep the beat?

What will we be learning in music?

- To play tuned and untuned instruments musically.
- To know what lyrics are in a song.
- To name and know how to play a range of musical instruments.
- To understand the role of a conductor
- To understand what beat is and the importance of keeping the beat.

What will we be doing in music?

- Learning new songs.
- Experiment with different sounds.
- Produce a soundscape for a sea storm.

Prior Learning:

- Recognising and exploring how sounds can be made and changed (Y1).
- Responding appropriately to musical instructions and respond verbally and physically to different moods (Y1).
- Create and choose sounds in response to given starting points (Y1).
- Repeat short, rhythmic and melodic patterns to a given beat (Y1)
- Can use their voice confidently in different ways (Y1).

Future Learning:

- Explore the way sounds can be combined and used expressively (Y3).
- To compose and perform different comp recognising different musical elements and how they can be used together to compose music (Y3).
- To recognise and explore different combinations of pitch sounds (Y3).
- Perform with control and awareness of the audience (Y3).

Words we will be using.

actions

movement that represents the music



beats

a steady pulse



dynamics

the volume of sound



Duration

length of time each note is played

NOTE DURATION	THE NOTE	REST DURATION
Whole (4 Beats)		
Half (2 Beats)		
Quarter (1 Beat)		
Eighth (1/2 Beat)		
Sixteenth (1/4 Beat)		

lyrics

words that make up a song

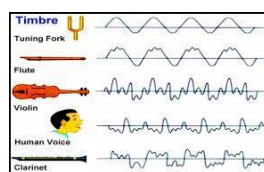
My Teddy Bear
From Super Simple Songs - Animals

My teddy bear has two eyes,
two eyes, two eyes.
My teddy bear has two eyes,
I love my teddy bear.

one nose
two ears
two arms

timbre

the sound made by different musical notes



structure

the order that different parts of songs are played

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B

soundscape

a piece of music reflecting the environment

