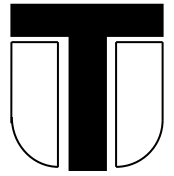


Music
FS2/I Autumn Term Cycle A
Pictures and Sounds – Graphic Scores



Key Knowledge

Duration – recognise long and short sounds, repeat patterns back and recognise/be able to clap a pattern using crotchets, crotchet rests and quavers

Tempo – recognise fast and slow music and be able to play/sing fast and slow as required

Dynamics – recognise loud and soft and be able to play/sing loud and soft as required

Pitch – recognise high and low pitches and be able to sing high and low pitches as required

Timbre – use voice and body percussion to create different sounds in response to a stimuli

Texture – perform as part of a group and layer different sounds together in response to a stimuli

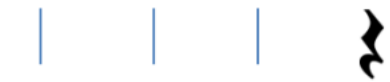
Structure – start, middle and end and verse/chorus

Conducting – follow a conductor and respond to gestures (fast/slow and loud/soft)

Singing – find our singing voices and be able to sing songs with our class

Composing – order symbols to create a graphic score in response to a stimuli

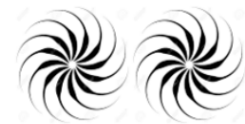
Performing – perform as part of a group and as a soloist and take part in a class performance for the Harvest and Christmas services



Fish and chips



Ca-ter- pil- lar crawl



Key Vocabulary

Pulse/beat – the steady heartbeat of music like a clock ticking

Pitch – high and low

Tempo – fast and slow

Dynamics – loud and soft

Composer – someone who writes music

Conductor – someone who leads a performance and shows the dynamics, pulse and tempo

Symbol – a picture

Graphic Score – a score using pictures to represent musical sounds

Music Listening and Songs to Learn

Rondo alla Turca – Mozart

The Four Seasons – Vivaldi

Tocatta and Fugue in D minor – J.S. Bach

Caprice No. 24 – Paganini and Variation by Andrew Lloyd Webber

Sing for Pleasure: Boom Chicka Boom

Voices Foundation: Have you Brought your Whispering Voice?

Voices Foundation: Hello, How are You?

Trad. Ghana: Kye Kye Kule

Trad. England: An Acre of Land/This Old Man