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| Music FLE Y1/2 Foodfest | | |
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| |  | | --- | | **Knowledge** | | Different types of music can make us feel different emotions. | | Percussion instruments keep the rhythm and make special sounds which add excitement to a piece of music. | | Our bodies can also create percussion sounds, for example, clapping our hands or patting our knees. FF | | Tuned percussion instruments include the piano, glockenspiel and hand chimes. FF | | Untuned percussion instruments include cymbals, drums and scrapers. FF | | When we talk or sing, sounds are made by our vocal cords vibrating (moving) in our throat. FF | | If we sing a note with a low pitch then our vocal cords are moving slowly. | | If we sing a note with a high pitch then our vocal cords are moving quickly. | | If a piece of music has a high tempo then the beats will be close together – it will sound fast. | | If a piece of music has a low tempo then the beats will be far apart – it will sound slow. | | |  | | --- | | **Exciting Books** | |  | | | | | |  |  | | --- | --- | |  | | | rhythm | a regular repeated pattern of beats, sounds, activity or movements | | tempo | the speed which we play at or sing at | | instrument | something that produces music | | percussion | musical instruments tht are played by striking or shaking | | composition | a piece of music | | melody | the main part of a musical composition | | pitch | the highness or lowness of a sound | | verse | a section of a song often followed by a chorus |  |  | | --- | | **Skills** | | Create and choose sounds in response to different starting points. | | Create short melodic patterns and rhythmic phrases. | | Beat out short rhythms and repeat rhythmic patterns. | | Sing simple songs from memory. | |
| Our Endpoint  A collaborative poster showing the key features of the UK. |