

Music

Autumn 1 2022

Class Cremyll

We can name and play a  
variety of tuned and untuned  
percussion.

For our first session, we looked at different instruments and tried to name them all by matching the pictures with their labels in a group.

"I didn't know there were so many different instruments!"

"We have some of these instruments in school!"

"Some of the instruments look very similar so it's hard to know which one is which!"



Next, we looked at the different percussion instruments and worked out which were tuned and untuned. We then looked at the materials they were made from and practiced playing them.

Lots of the instruments are made from wood.

It's good that you can play them loudly and quietly.

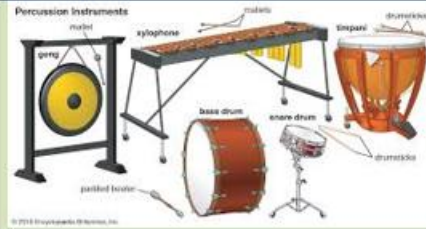




For our final lesson we played the conductor's game. The children played percussion instruments whilst one person took control of the group. Being able to stop and start on command and understanding volume- loud, quiet were the skills being practiced.

Lots of Enthusiasm for learning and confidence was shown.





## Our Endpoint

To perform percussion instruments as a group.

### Forever Facts

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.

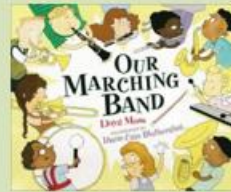
Our bodies can also create percussion sounds, for example, clapping our hands or patting our knees.

Tuned percussion instruments include the piano, glockenspiel and hand chimes.

Untuned percussion instruments include cymbals, drums and scrapers.

When we talk or sing, sounds are made by our vocal cords vibrating (moving) in our throat. FF

### Exciting Books



### Subject Specific Vocabulary

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
Body Percussion	Sounds made using your body
Composition	a piece of music
Lyrics	Words to a song
Unpitched Percussion	Percussion instruments that don't have pitches. Eg, drum or wood block.

#### 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.

### What I have learnt before.

I have made sound and responded to music.

### Personal Development

Social – working alongside peers in 'band'.

Cultural – participating in musical opportunities.