



Music: Creating and Performing

I can pass on a rhythm



We can clap,
stamp or click to
make music.

You have to listen
and count the
notes.


















I can follow a musical score



For this one you
clap, clap, stomp,
clap, clap, stomp.

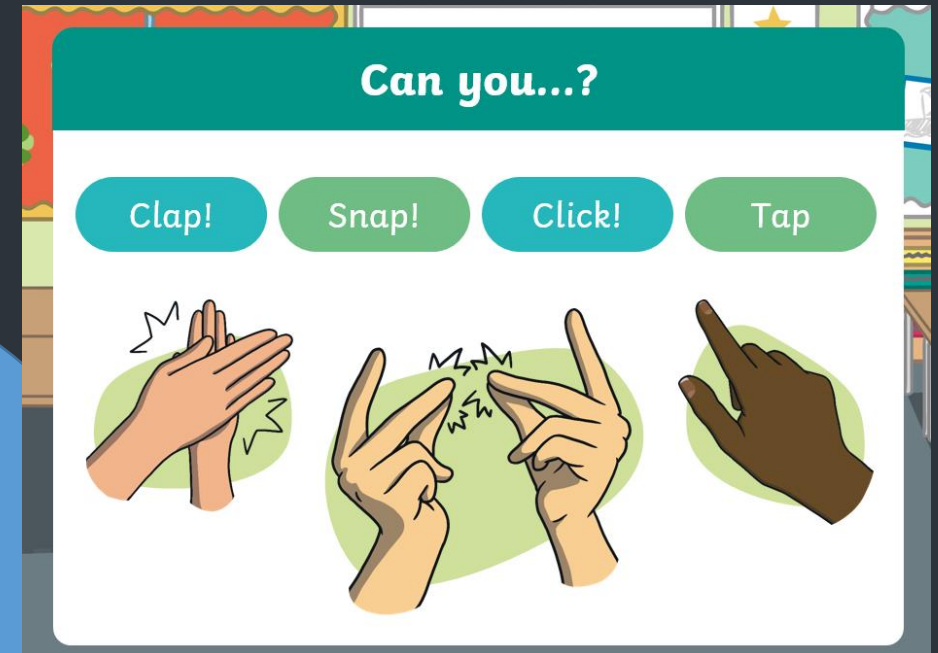
It is like a pattern
and it keeps
repeating.

1	2	3	4	1	2	3	4	1	2	3	4
											
											

I can use body percussion to create my own musical score



I can use different parts of my body to make different sounds e.g. hands, feet and even voice.



I can create and perform a piece of music using drums

1 means a steady
beat one at a
time.



2 means 2 quick
beats. You have
to play them fast.



What we already know:

- We have learnt to play notes on a glockenspiel, we have played tuned bells and learnt notes on a recorder.
- EYFS explore musical instruments in their continuous provision.

Our Endpoint

Play an un-tuned instrument of choice alongside a piece of music in a steady rhythm.

Forever Facts

I know that I can play percussion instruments in different ways to change how they sound.

Music has a beat, pulse and rhythm.

Culture Capital

- Appreciation of music and how it is produced.
- Constructive criticism from and to peers on performance.
- You may want to be a

Subject Specific Vocabulary

Percussion Instrument	An instrument that makes a sound by being tapped, shaken or scraped.
Pulse	Is a steady beat like a ticking clock or your heartbeat.
Sequence	The order in which music is played.
Rhythm	Is a pattern of long and short sounds as you move through the song.
Beats	The speed at which a piece of music is played.

Skills

- Choose sounds to represent different things in different ways.
- Making sequences of sounds and combine sounds for different purposes.

Exciting books