

Sticky Knowledge	Key Vocabulary
- To know: dynamics is how loud or soft the music is. - To know: call and response is when one person sings or plays something and the others sing or play it back in return. - To know: a sound pattern is when long and short sounds repeat in a certain way.	call and response, dynamics, sound pattern
Skills	Knowledge
<u>Listening and evaluating</u> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). - Sharing their opinion of what they hear.	Dynamics can change the effect a sound has on the audience.

Creating sound

- Breathing at appropriate times when singing.
- Singing a range of call and response chants, matching the pitch and tempo they hear with accuracy.
- Singing part of a given song in their head (using their 'thinking voice').
- Developing an awareness of how dynamics are affected by the force with which an instrument is played.
- Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.

Composing and improvising

- Creating simple sound response to stimuli such as, nature, artwork and stories.
- Improvising simple question and answer phrases, using untuned percussion or voices.

- Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing

- Offering positive feedback on others' performances and beginning to notice areas for improvement in their own.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- Starting to maintain a steady beat throughout short singing performances.
- Standing or sitting appropriately when performing or waiting to perform.
- Performing actively as a group, clearly keeping in time with the beat.