



Sticky Knowledge • To know: rhythm is a pattern of long and short sounds. • To know: a crotchet note. • To know: which note is worth 2 beats. • To know: the word 'rocket' can represent paired quavers. • To know: four crotchets is four beats. • To know: a crotchet rest shows one beat of silence.	Key Vocabulary Beat, crotchet, crotchet rest, paired quavers, pattern, practise, rhythm
Skills	Knowledge
<u>Creating sound</u> • Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). • Maintaining a steady beat using an instrument.	• To know that the shape of a note shows how long a sound should last. • To know that a crotchet is a note that lasts for one beat. • To know that a minim is a note that lasts for two beats. • To know that a quaver is a note that lasts for half a beat (a pair of quavers = one beat). • To know that a crotchet rest lasts for one beat.

Notation

- Reading and creating simple staff notation to represent either pitch or rhythm in music.
- Recognising common note values such as crotchet, paired quavers, minims and crotchet rests.
- Clapping, playing or reading simple rhythmic patterns using these note values.
- Using simple notation to record rhythmic patterns (e.g. crotchet, paired quavers, minims and crotchet rests).
- Using words or syllables to create and represent rhythmic patterns (e.g. sunshine to represent quavers).

Composing and improvising

- Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale).



Performing

- Performing simple parts and keeping a steady beat with support from a backing track.