

Harmonious Harvest!

How is music created?

Academic Excellence

- To be able to control the dynamics when playing an instrument
- To be able to create different rhythms to a steady beat
- To be able to imitate a rhythm
- To be able to imitate the duration of sounds within a piece of music
- To be able to recognise structure in music

Character

Aspiration

I know what my strengths and weaknesses are in my work.
I can use my strengths to make progress

Outcome– How will our learning be used in real life?

We will be performing at the Harvest Festival.

Learning to Learn

Our focus thinking tool is:



Personalisation

I can choose a place to work that suits me
I can adapt the teacher's modelling to suit me
I can select resources to use when I am learning
I can come up with ideas within a group to solve a problem

Rights Respecting

Article 29

The right to develop your talents and abilities.

Concept

Performance

I understand that a good performance is when the performer has confidence.

Recall Page

Vocabulary

| | |
|-------------|---|
| Instruments | An object used to play sound |
| Low pitch | A deep sound like a roar |
| High pitch | A high sound like a scream |
| Dynamics | How soft or loud a sound or instrument is |
| Piano | Soft sound |
| Forte | Loud sound |
| Rhythm | A repeated pattern of sound |
| Duration | How long something lasts |
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Knowledge

I will need to know:

- To know what pitch is
- To know what dynamics are
- To know what rhythm is
- To know that different instruments can be used for different effects
- To know what is meant by a duration
- To know what the role of the conductor is
- To know how to follow a conductor's signals
- To be able to perform a piece of music with confidence

Key facts

Instruments are played to make sounds.

Dynamics are described as piano (soft) and forte (loud).

Instruments can be described as having low or high pitch.

The duration in music is how long the music or rhythm lasts.

Performers need to have confidence.

Expert example

