

# Jingle Bells

**Key question: How does singing and the use of percussion instruments enhance a performance?**

## Academic Excellence

We will learn the knowledge on the 'recall page' and we will be mastering the following skills:

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## Character

### Independence

I know what I need to help me learn.

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

We will be singing and playing percussion instruments in our KS1 Nativity.

## Learning to Learn

Our focus thinking tool is:

Bubble Map



## Personalisation

What will help me in this experience?

- I will be given the choice to decide which instrument I feel confident playing.
- I will have access to mini- tutorials to help me master my skills.

## Rights Respecting

**Article: 29**

The right to develop my talents and abilities.

## Concept

### Performance

# Recall Page

## Vocabulary

Percussion	musical instruments played by striking with the hand or with a stick .
Pulse	a single vibration or short burst of sound .
Tempo	The speed at which a passage of music is or should be played.
Rhythm	Music marked by the succession of strong and weak elements.
Expression	playing or singing with a personal response to the <i>music</i> .
Pitch	Sounds are higher or lower in <i>pitch</i> .
Perform	<i>musical</i> ideas are realised and transmitted to a listener
Melody	A tune create by repeating musical notes.

## Knowledge

- To know what a percussion instrument is
- The names of some of the percussion instruments
- What sounds percussion instruments make
- How to use percussion instruments
- What a pulse is
- What tempo is
- That repeating sounds make a rhythm
- How to play percussion instruments
- How to repeat a short simple rhythm
- How to play at changing speeds.
- How to use different body parts to make different sounds.

## Key facts

Xylophone



Claves



Triangle



Snare Drum



Cymbals



Tambourine



Maracas



Piano



Timpani



Bass Drum



## Expert example



For details of the discrete teaching, please see the yearly overviews on the school website.