

<b>What we already know (EYFS):</b> <ul style="list-style-type: none"> <li>To make patterns with sounds.</li> </ul>	<b>Green Class Music</b> <b>Term 1 – Weather (Composition)</b>	<b>What's next (Blue Class)</b> <ul style="list-style-type: none"> <li>Composing a simple 5-note melody that can be memorised and repeated.</li> </ul>
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Golden Concepts				
	Listening & Appraising	Composition	Performance	

**What I will know by the end of the unit:**

Key Vocabulary	
Percussion	musical instruments played by striking with the hand or with a stick or beater, or by shaking.
Instrument	An object or device used to create a musical sound.
Composition	A creative work using sounds and instruments to create a piece of music.
Weather	the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain etc.
Body Percussion	Making sounds with your body or voice.
Rhythm	Patterns of long and short sounds that fit with a pulse/beat.
Tempo	How fast or slow a piece of music is.
Dynamics	How loud or quiet a sound is.

To listen to different sounds that the weather makes.
Use body percussion to create sounds that resemble the weather.
To use percussion instruments to resemble sounds that the weather makes.
To express changes in the weather through musical performance.
To experiment with different rhythms when creating weather sounds. To explore using different tempos and dynamics when creating music.
To compose music about the weather and the different seasons.

