

What we already know (EYFS):

- To make patterns with sounds.
- Experiment with making different sounds and tones.

Green Class Music
Term 4 – Africa (Composing and Performing)

What's next (Blue Class)

- Composing a piece of music inspired by a particular theme, and developing confidence when performing in front of others.

Golden Concepts			
Listening & Appraising	Composition	Performance	

What I will know by the end of the unit:

To continue to explore the key musical elements, and explore music theory.
To listen and appraise a variety of African music, and watch African music performances acts to inspire a composition.
To explain what a percussion instrument is, and identify how to play one.
To learn how to play the Djembe drums.
To learn what call and response is.
To develop skills when performing as an ensemble.
To understand what conducting is and why it is important when performing.



Key Vocabulary	
Appraisal	To understand the emotional meaning of a piece of music, and discuss how it makes the listener feel.
Theme	To give a particular setting to something (e.g. art, music, amusement park).
Percussion	Instruments used to establish rhythm. They make a sound when struck.
Djembe	An African Drum and percussion instrument.
Composition	The process of creating a piece of music, the structure of a musical piece or the finished product.
Musical Elements	The building blocks of a musical sound (rhythm, pitch, timbre, tempo, dynamics etc).
Call and Response	When someone performs something and it is answered by others musically.
Ensemble	A performance performed by more than
Conducting	Beating time to a group of musicians to sing or play well together.