




Music

Year 1	Vocab	Year 2	Vocab
<p>1. Elements of Music</p> <p>Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).</p> <ul style="list-style-type: none"> Recognise a steady beat; begin to play a steady beat. Recognise that some beats have accents (stress). Move responsively to music (marching, walking, hopping, swaying, etc.). Recognise short and long sounds. Discriminate between fast and slow. Discriminate between obvious differences in pitch: high and low. Discriminate between loud and soft. Recognise that some phrases are the same, some different. Sing unaccompanied, accompanied and in unison. 	<p>Rhythm Melody Harmony Form Timbre Beat Accents/stress Short/long sounds Fast, slow Tempo Pitch Accompanies Unaccompanied</p>	<p>I. ELEMENTS OF MUSIC</p> <p>A. ELEMENTS</p> <ul style="list-style-type: none"> Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). <ul style="list-style-type: none"> Recognise a steady beat, move to a beat, play a steady beat, recognise accents. Move responsively to music (marching, walking, hopping, swaying, etc.). Recognise short and long sounds. Discriminate between fast and slow. Discriminate between obvious differences in pitch: high and low. Discriminate between loud and soft. Understand that melody can move up and down. Hum the melody while listening to music. Echo short rhythms and melodic patterns. Play simple rhythms and melodies. Recognise like and unlike phrases. Recognise that music has timbre or tone colour. Sing unaccompanied, accompanied and in unison. 	<p>Beat Accent Pitch Volume Loud Soft Melody Rhythm Phrase Tembre Tone Accompanied Unaccompanied</p>
<p>2. Listening and Understanding</p> <p>Instruments:</p> <p>Recognise the following instruments by sight and sound:</p> <ul style="list-style-type: none"> Guitar Piano Trumpet Flute Violin Drum <p>Works of Music:</p> <p>Become familiar with the following works and their composers:</p> <ul style="list-style-type: none"> Edvard Grieg, 'Morning Mood' and 'In the Hall of the Mountain King' from <i>Peer Gynt</i>. This is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast). Pyotr Tchaikovsky, 'The Nutcracker' Victor Herbert, 'March of the Toys' from <i>Babes in Toyland</i> Richard Rodgers, 'March of the Siamese Children' from <i>The King and I</i> Camille Saint-Saëns, <i>Carnival of the Animals</i> <p>Songs</p> <p>Children should become familiar with many of the works below:</p> <ul style="list-style-type: none"> The Bear Went Over the Mountain The Farmer in His Den Head, Shoulders, Knees and Toes Here We Go Round the Mulberry Bush The Hokey Cokey Hush, Little Baby 	<p>Guitar Piano Trumpet Flute Violin Drum String Keys Symbol Tuned Untuned Pedal</p>	<p>A. NOTATION</p> <ul style="list-style-type: none"> Understand that music is written down in a special way and become familiar with the following notation: <ul style="list-style-type: none"> Crotchet: one single beat  Minim: the length of two crotchet beats  Semi-breve: a long note, as long as four crotchet beats or two minims  	<p>Crotchet Minim Semi-breve</p>
		<p>II. LISTENING AND UNDERSTANDING</p> <p>Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.</p> <p>A. MUSICAL TERMS AND CONCEPTS</p> <ul style="list-style-type: none"> Composers <ul style="list-style-type: none"> Know that a composer is someone who writes music. Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from <i>A Little Night Music (Eine kleine Nachtmusik)</i>. Orchestra <ul style="list-style-type: none"> Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion [Children will review families of instruments and specific instruments in later years]. Know that the leader of the orchestra is called the conductor. Listen to Sergei Prokofiev, <i>Peter and the Wolf</i>. 	<p>Composer Orchestra Brass Woodwind Percussion Strings Baton</p>
		<p>B. MUSIC CAN TELL A STORY</p>	

<ul style="list-style-type: none"> • If You're Happy and You Know It • Jingle Bells • Kumbaya (also Kum Ba Ya) • London Bridge is Falling Down • The Muffin Man • My Bonnie Lies over the Ocean • Pop! Goes the Weasel • Old MacDonald Had A Farm • One Man Went to Mow • Row, Row, Row Your Boat • This Old Man • Twinkle Twinkle Little Star • The Wheels on the Bus 		<ul style="list-style-type: none"> • Opera <ul style="list-style-type: none"> ▪ Understand that opera combines music, singing and acting. ▪ Listening to selections from Humperdinck's <i>Hansel and Gretel</i>: 'Brother, Come Dance with Me', 'I am the Little Sandman' and 'Children's Prayer'. • Instrumental Music <ul style="list-style-type: none"> ▪ Listen to Paul Dukas, <i>The Sorcerer's Apprentice</i>. • Ballet <ul style="list-style-type: none"> ▪ Understand that ballet combines music and movement, often to tell a story. ▪ Listen to Tchaikovsky's <i>Nutcracker Suite</i>. 	
<p>Children could also become familiar with some of the following works:</p> <ul style="list-style-type: none"> • Eensy, Weensy Spider • Five Little Ducks That I Once Knew • Happy Birthday to You • How Much is that Doggie in the Window? • I Had a Little Nut Tree • I'm a Little Teapot • Kookaburra • Lavender's Blue • Oh Where, Oh Where, Has My Little Dog Gone? • One Potato, Two Potato • Polly Put the Kettle On • Ring-a-Ring Of Roses • Teddy Bears' Picnic • There Was an Old Woman Who Swallowed a Fly • You Are My Sunshine 		<p>C. MUSICAL TRADITIONS</p> <ul style="list-style-type: none"> • Jazz <ul style="list-style-type: none"> ▪ Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise. ▪ Recognise Louis Armstrong as a great early jazz musician. 	<p>Opera Ballet Jazz</p>
		<p>III. SONGS</p> <p>Teachers: You may also wish to teach children the song 'Brother, Come Dance with me' in connection with their introduction to the opera <i>Hansel and Gretel</i>:</p> <ul style="list-style-type: none"> • Billy Boy • La Cucaracha • Drunken Sailor (Sea Shanty, also known as 'What Should We Do with A Drunken Sailor?') • Dry Bones • For He's a Jolly Good Fellow • Frère Jacques/Brother John • I had a little Nut Tree • The Grand Old Duke of York • Lavenders Blue • Michael Finnigan • Michael, Row the Boat Ashore • Oh, John the Rabbit • On Top of Old Smoky • Polly put the Kettle on • Run Rabbit Run • She'll Be Comin' Round the Mountain • Skip to My Lou • Ten Green Bottles • There's a Hole in My Bucket • When the Saints Go Marching In 	