# Earth and Beyond

**Exploring how pitch and rhythm are combined to create a melody and how this can be successfully transcribed.**

**Listening and Describing Music**

Find the pulse of a song, tap along and understand that it is the heartbeat of the music
*Quickly find and tap the pulse independently to a range of pieces of music of different styles (see unit listening list)*
Recognise and name two or more instruments they hear: piano, violin, flute, clarinet, trumpet, etc
What genre of music is it? Soundtrack, Classical, Pop, song, instrumental, jazz, electronic, sound effect, etc.
Respond to music by discussing how the music makes you feel and imagine.
Describing timbres of music – *using adventurous adjectives*
Nutcracker – demonstrate changes in high and low pitch visually "icy, frosty, everything is made of sweets. *Describe this using musical vocabulary. Extend this by notating/transcribing the pitches.*

**Listening List**

*Mars – Holst*

*Jupiter – Holst*

*The Nutcracker – Tchaikovsky*

*Twinkle Twinkle - Mozart*

**EYFS**

To keep a steady beat whilst moving/clapping/playing simple rhythmic ostinati.
Chanting/rapping in time to a beat
To sing songs with actions and accompany with untuned percussion.
Introduction to Boomwhackers.
Introduction to transcribing using symbols.

**Singing/chanting**

Sing and chant rhythmic parts to The Nutcracker with expression.
Sing with increased vocal control and accurate pitch *and appropriate dynamics.*
Sing the Space Rocket song and chant raps with an awareness of diction.

**Assessment Focus**

**Performing**
Rhythms from the Nutcracker accurately.
*Twinkle Twinkle on the glockenspiels.*
Follow symbols to guide playing (crotchets, quavers, rests) and pitch notation.

Perform the piece as a class, keeping together and showing an awareness of a steady beat.

**Playing instruments**

Boomwhackers correct and safe use. Playing individual pitches in time.

Glockenspiels – correct and safe set up. Ensure correct beater hold and striking gently to create a clear, resonant sound.
Use Boomwhackers and Glockenspiels to play the melody of Twinkle Twinkle as a whole class *and in small groups.*
Play notated rhythms on untuned percussion with accompaniment, in time

**Transcribing**

Using musical notation/symbols to represent the pitch changes using graphic scores and *on the stave using the treble clef.*
Practise transcribing symbols on whiteboards after this has been modelled.

Vocabulary
**RP**– beat, pulse, rhythm, steady, tempo, high/low, loud/soft, Boomwhackers
**Year 1** – **All of the above** and crotchet, quaver, rest, dynamics, forte, piano, pitch, notate, timbre, glockenspiel, graphic score
**Year 2** – **All of the above** and minim, semi-breve, transcribe,