



Class Cremyll

Music

Little Red Riding Hood

Use voices expressively and creatively.

Listen with concentration and understanding to a range of music.



“The Cinderella music reminded me of people doing gymnastics.”

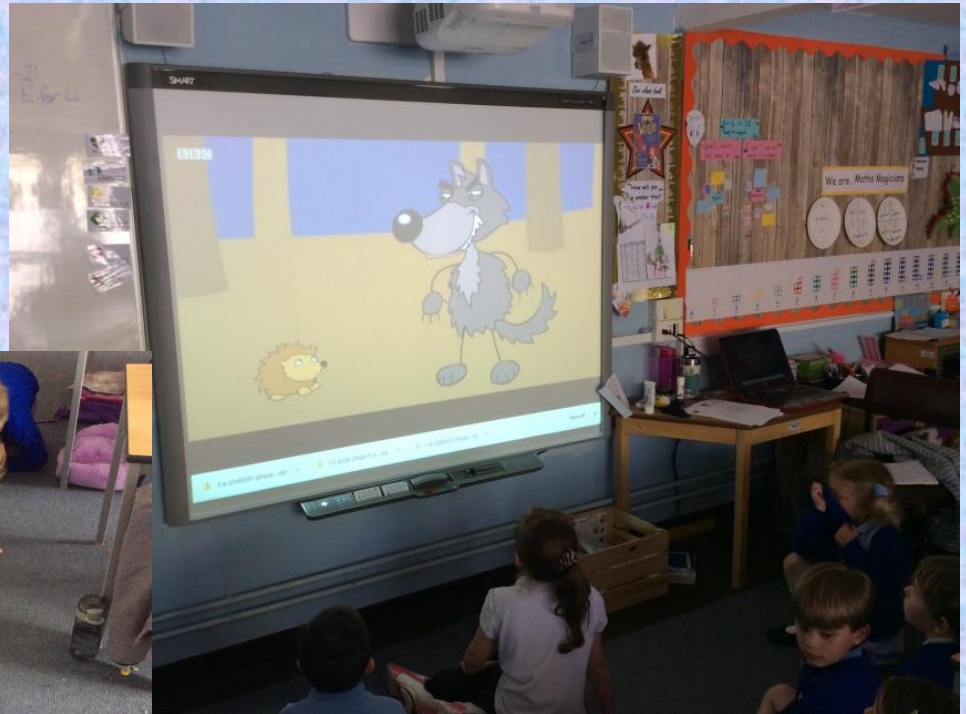
“The notes got deeper in the middle.”

“The violins were louder when the notes were higher.”

We learnt the chorus of the song ‘Red’ first and then took it in turns to sing. Then we listened to ‘Cinderella’s Waltz’ by the composer Prokofiev. It is a fast and lively piece of music.

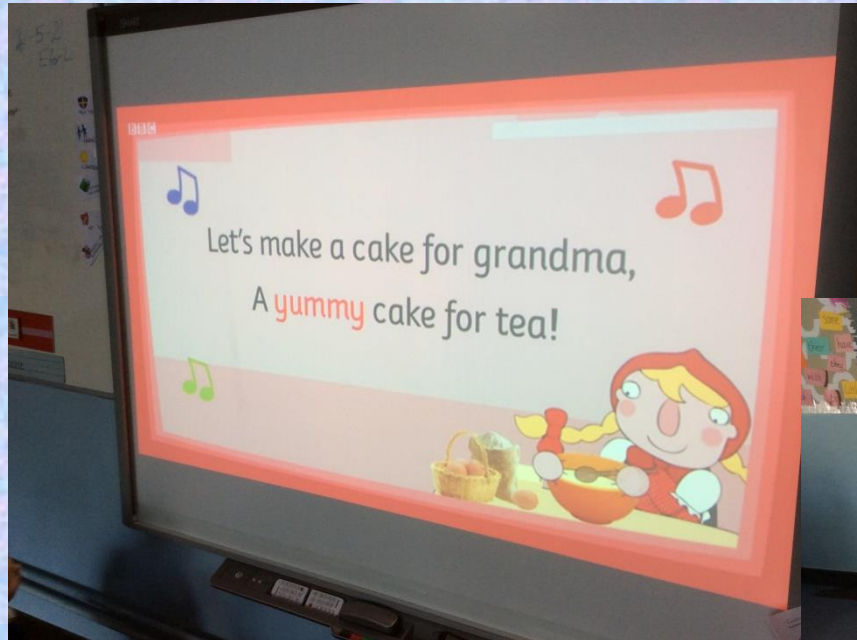


We practised creeping around like the wolf before learning the song 'The Wolfie Blues'. We really enjoyed singing in two groups – it was important to all stay on the same beat.



"I imagined princesses dancing when we listened to 'The Marriage of Figaro'. It reminded me of 'Beauty and the Beast'"
"I felt dizzy because the music was so fast."

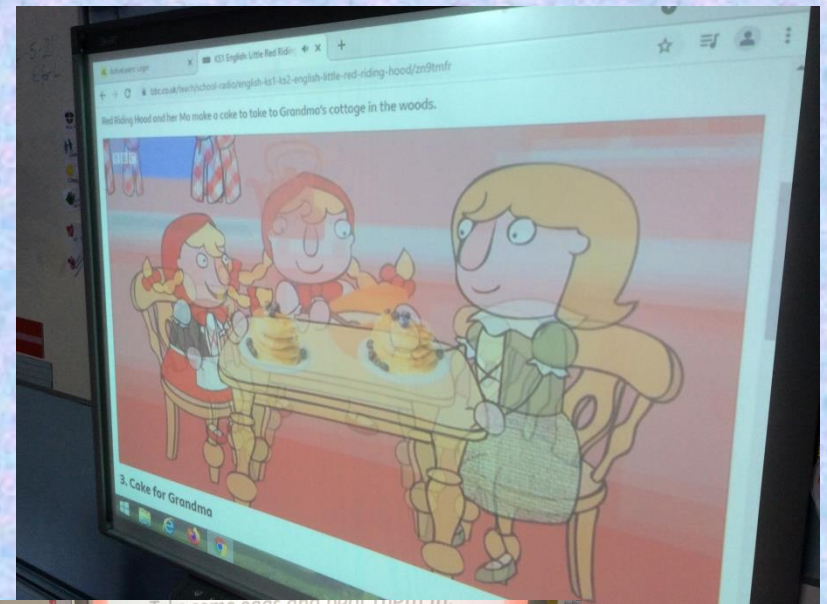
Our song was about baking this time and each verse was about a different ingredient. Some of the rhythms were slow and steady and some were fast.



"It reminded me of Cinderella because it was sad and dramatic."

"It made me giggle, it was all up and down."

"It made me want to pirouette."



We enjoyed listening to Beethoven's Symphony No.5 and spotted different instruments playing including the cello.

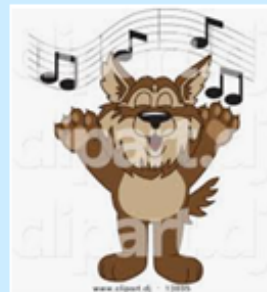
"Some of the song was jumpy like the wolf prowling around."

"I liked the chorus, it was smooth like fairies flying."



This song was all about Little Red Riding Hood straying from the path through the wood because she had spotted some fairies – the wolf introduced himself and he was wearing a straw hat!





Our Endpoint

Performance of Red Riding Hood in song.

Forever Facts

Different styles of music have different rhythms and tempo. Some are jumpy or smooth, fast or slow.

Music can often make us feel different emotions like happy, sad, calm or energetic.

An opera is a piece of music which is also a story sung by singers on a stage.

A canon is a piece of music or song that is played or sung by groups of people starting at different times. London's Burning is an example of a type of canon called a 'round'.

An orchestra has different sections which include: strings, brass, woodwind and percussion.

The strings section includes instruments like violins and cellos. Their strings vibrate to make their sound.

The brass section includes instruments like trumpets and trombones. They often make a loud sound.

The woodwind section includes clarinets and flutes. The musician blows air into or across the mouthpiece of the instrument.

The percussion section includes drums, cymbals and xylophones. They're used in many different styles of music.

SMSC

Spiritual: A sense of enjoyment and fascination in our learning.

Moral: Offer views about moral issues.

Social: Working together.

Cultural: Participate in musical and creative activities.

Exciting books



Subject Specific Vocabulary

| | |
|-----------|---|
| rhythm | It is the sequence of sounds and silences which make up the rhythm of a piece of music. |
| verse | In music, a verse is a section of a song that is often followed by a chorus. |
| chorus | A part of a song that is repeated every so often. |
| vocal | The sounds produced through the mouth. |
| tempo | Is the music fast or slow? This is the speed of the music. |
| dynamic | Is it loud or quiet? This is the volume of the music. |
| composer | Someone who writes music. |
| conductor | The person who helps a group of musicians to stay in time with each other. |

Skills

Respond to different moods of music.
Identify simple repeated rhythmic patterns.
Begin to understand tempo, rhythm and tone.
Sing simple songs from memory.