

# Music

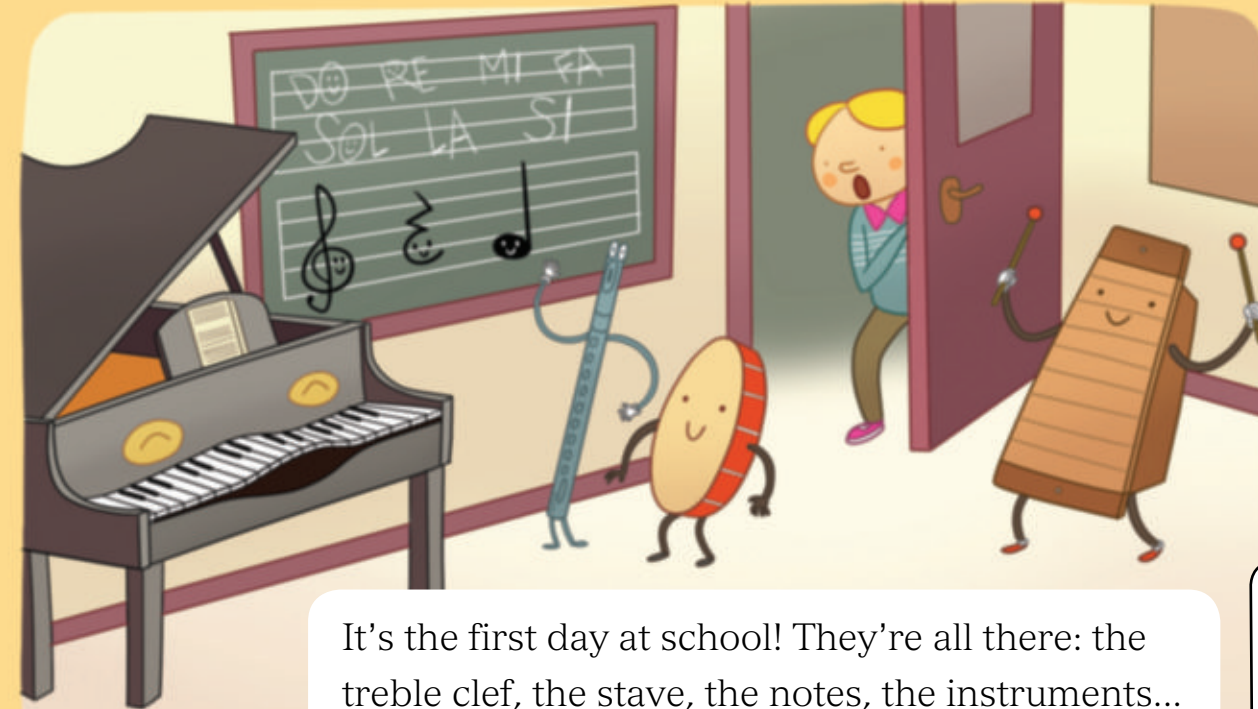
Lesson	Topics		Music	Key competences*
	STRAND 1: Listening	STRAND 2: Musical performance STRAND 3: Moving and dancing		
<b>1</b> The Music Team 6	<ul style="list-style-type: none"> <li>Review of the notes, the crotchet and the crotchet rest, the staff, the treble clef and school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Accompanying pieces of music on school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Story: <i>The Music Team</i></li> <li><i>The Music Team</i></li> </ul>	<ul style="list-style-type: none"> <li>Social and civic competences</li> <li>Learning to learn</li> </ul>
<b>2</b> The Game of the Instruments 8	<ul style="list-style-type: none"> <li>Review of loud and quiet sounds, and slow, at medium speed and quick</li> <li>Review of school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Accompanying pieces of music on school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>The Game of the Instruments</i></li> <li><i>Play Along with Me</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Competence in mathematics, science and technology</li> <li>Learning to learn</li> </ul>
<b>3</b> London Bridge Is Falling Down 10	<ul style="list-style-type: none"> <li>The crotchet and the quaver. Beamed quavers</li> <li>Parts of a note: head, stem and flag</li> <li>Traditional songs</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Making a drum</li> <li>Creating and performing rhythmic accompaniments</li> </ul>	<ul style="list-style-type: none"> <li><i>London Bridge Is Falling Down</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Competence in mathematics, science and technology</li> <li>Initiative and entrepreneurship</li> </ul>
<b>4</b> In a Persian Market 12	<ul style="list-style-type: none"> <li>Music and acting</li> <li>Listening to pieces of classical music</li> <li>Review of note values: the crotchet and the quaver</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic creations based on a piece of music</li> <li>Reciting chants that follow musical patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>In a Persian Market</i>, A. W. Ketèlbey</li> <li>Chant: <i>Ten Little Fingers</i></li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Initiative and entrepreneurship</li> </ul>
<b>5</b> Call Me G or Sol 14	<ul style="list-style-type: none"> <li>The note Sol or G on the staff</li> <li>Review of loud and quiet sounds, and slow, at medium speed and quick</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> </ul>	<ul style="list-style-type: none"> <li><i>Call Me G or Sol</i></li> </ul>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Competence in mathematics, science and technology</li> </ul>
<b>6</b> The Syncopated Clock 16	<ul style="list-style-type: none"> <li>Active listening with graphic scores</li> <li>Listening to pieces of classical music</li> <li>Bars and bar lines. Duple metre bar</li> <li>Instruments: woodblock, oboe and rainstick</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying pieces of music on school and mallet percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>The Syncopated Clock</i>, L. Anderson</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Competence in mathematics, science and technology</li> </ul>
<b>7</b> Tock, Tock, Tock 18	<ul style="list-style-type: none"> <li>Mallet percussion instruments: xylophone, metallophone and glockenspiel</li> <li>Ascending and descending scales</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Performing on mallet percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>Tock, Tock, Tock</i></li> </ul>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Social and civic competences</li> </ul>
<b>8</b> Jazz Legato 20	<ul style="list-style-type: none"> <li>Repetition (A-A) and contrast (A-B)</li> <li>Listening to pieces of classical music</li> <li>Review of mallet percussion instruments, and ascending and descending scales</li> </ul>	<ul style="list-style-type: none"> <li>Performing a dance in ternary form</li> <li>Accompanying pieces of music on school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>Jazz Legato</i>, L. Anderson</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Social and civic competences</li> </ul>
TERM 1 REVIEW We Wish You a Merry Christmas 22	<ul style="list-style-type: none"> <li>Review of the contents and musical practice of term 1</li> </ul>		<ul style="list-style-type: none"> <li><i>We Wish You a Merry Christmas</i>, traditional Christmas song</li> </ul>	<ul style="list-style-type: none"> <li>Learning to learn</li> <li>Initiative and entrepreneurship</li> </ul>

\* Key competences are mainly developed through the activities proposed in each lesson. The resources available in the LibroMedia provide opportunities to develop the digital competence.

Lesson	Topics		Music	Key competences
	STRAND 1: Listening	STRAND 2: Musical performance STRAND 3: Moving and dancing		
<b>9</b> The Strings Family 24	<ul style="list-style-type: none"> <li>String instruments</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Performing on mallet percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Story: <i>The Strings Family</i></li> <li><i>Play with Me!</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Learning to learn</li> </ul>
<b>10</b> Talking about Mi 26	<ul style="list-style-type: none"> <li>The note Mi or E on the staff</li> <li>Review of string instruments</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Representing physically the pitch of sounds</li> </ul>	<ul style="list-style-type: none"> <li><i>Talking about Mi</i></li> </ul>	<ul style="list-style-type: none"> <li>Social and civic competences</li> <li>Linguistic competence</li> </ul>
<b>11</b> In the Hall of the Mountain King 28	<ul style="list-style-type: none"> <li>Tempo: <i>adagio</i>, <i>andante</i> and <i>allegro</i></li> <li>Active listening with graphic scores</li> <li>Listening to pieces of classical music</li> <li>Instruments: cymbals</li> <li>Melodic dictation</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying pieces of music on school percussion instruments</li> <li>Performing a chant at different tempos</li> </ul>	<ul style="list-style-type: none"> <li><i>In the Hall of the Mountain King</i> from <i>Peer Gynt</i>, Suite No. 1, E. Grieg</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Competence in mathematics, science and technology</li> </ul>
<b>12</b> The Lion and the Flea 30	<ul style="list-style-type: none"> <li>Dynamics: <i>forte</i> and <i>piano</i></li> <li>Review of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Creating and performing rhythms with body percussion</li> </ul>	<ul style="list-style-type: none"> <li><i>The Lion and the Flea</i></li> </ul>	<ul style="list-style-type: none"> <li>Social and civic competences</li> <li>Competence in mathematics, science and technology</li> </ul>
<b>13</b> Bada, Bada 32	<ul style="list-style-type: none"> <li>The voice</li> <li>Types of voices</li> <li>Traditional songs</li> </ul>	<ul style="list-style-type: none"> <li>Vocal and body performance</li> <li>Exploring the expressive possibilities of the voice by making sounds from a story</li> </ul>	<ul style="list-style-type: none"> <li><i>Bada, Bada</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Social and civic competences</li> <li>Initiative and entrepreneurship</li> </ul>
<b>14</b> The Blue Danube 34	<ul style="list-style-type: none"> <li>Listening to pieces of classical music</li> <li>Triple metre bar</li> <li>Review of tempo, dynamics and types of voices</li> </ul>	<ul style="list-style-type: none"> <li>Performing a dance in binary form in triple metre</li> <li>Vocal performance</li> <li>Accompanying pieces of music on school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt from <i>The Blue Danube</i>, J. Strauss II</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Competence in mathematics, science and technology</li> </ul>
<b>15</b> I Live in the Second Space 36	<ul style="list-style-type: none"> <li>The note La or A on the staff</li> <li>Review of chorus and verse</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Creating and performing rhythmic accompaniments</li> <li>Representing physically the pitch of sounds</li> </ul>	<ul style="list-style-type: none"> <li><i>I Live in the Second Space</i></li> </ul>	<ul style="list-style-type: none"> <li>Competence in mathematics, science and technology</li> <li>Linguistic competence</li> </ul>
<b>16</b> I Blow Like This 38	<ul style="list-style-type: none"> <li>Wind instruments</li> <li>Traditional songs</li> <li>Review of tempo and the notes Sol or G, Mi or E and La or A</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Performing on mallet percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>I Blow Like This</i>, traditional song</li> <li><i>Sol, Mi, La</i></li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Learning to learn</li> </ul>
TERM 2 REVIEW Bingo 40	<ul style="list-style-type: none"> <li>Review of the contents and musical practice of term 2</li> </ul>		<ul style="list-style-type: none"> <li><i>Bingo</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Learning to learn</li> </ul>

Lesson	Topics		Music	Key competences
	STRAND 1: Listening	STRAND 2: Musical performance STRAND 3: Moving and dancing		
<b>17</b> Raven, the Composer 42	<ul style="list-style-type: none"> <li>Sounds in the surroundings</li> <li>Listening to pieces of classical music</li> </ul>	<ul style="list-style-type: none"> <li>Making sounds from a story</li> </ul>	<ul style="list-style-type: none"> <li>Story: <i>Raven, the Composer</i></li> <li>Excerpts from <i>The Four Seasons</i>, A. Vivaldi</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Learning to learn</li> </ul>
<b>18</b> The Musical Dialogue 44	<ul style="list-style-type: none"> <li>Musical form: call and response</li> <li>Active listening with graphic scores</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying pieces of music on school percussion instruments and with body percussion</li> <li>Vocal performance</li> </ul>	<ul style="list-style-type: none"> <li><i>The Musical Dialogue</i></li> </ul>	<ul style="list-style-type: none"> <li>Competence in mathematics, science and technology</li> <li>Linguistic competence</li> </ul>
<b>19</b> The Sparrow and the Snake 46	<ul style="list-style-type: none"> <li>Review of the notes La or A, Sol or G and Mi or E</li> <li>Review of note values</li> <li>Review of wind instruments</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Performing on mallet percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>The Sparrow and the Snake</i></li> </ul>	<ul style="list-style-type: none"> <li>Competence in mathematics, science and technology</li> <li>Initiative and entrepreneurship</li> </ul>
<b>20</b> Five Little Ducks 48	<ul style="list-style-type: none"> <li>Unconventional ways of representing music</li> <li>Traditional songs</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Making a rattle</li> <li>Creating and performing rhythmic accompaniments</li> </ul>	<ul style="list-style-type: none"> <li><i>Five Little Ducks</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Initiative and entrepreneurship</li> <li>Social and civic competences</li> </ul>
<b>21</b> Percussion, Wind and Strings 50	<ul style="list-style-type: none"> <li>Instrument families</li> <li>Review of call and response form</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> <li>Performing rhythmic responses to melodic calls</li> </ul>	<ul style="list-style-type: none"> <li><i>Percussion, Wind and Strings</i></li> </ul>	<ul style="list-style-type: none"> <li>Social and civic competences</li> <li>Learning to learn</li> </ul>
<b>22</b> Dance of the Reed Pipes 52	<ul style="list-style-type: none"> <li>The structure of a piece of music</li> <li>Listening to pieces of classical music</li> <li>Review of tempo and instrument families</li> </ul>	<ul style="list-style-type: none"> <li>Performing a dance in rondo form</li> <li>Creating steps for a part of a dance</li> <li>Accompanying pieces of music on school percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li><i>Dance of the Reed Pipes</i> from <i>The Nutcracker</i>, P. I. Tchaikovsky</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Social and civic competences</li> </ul>
<b>23</b> The Wheels on the Bus 54	<ul style="list-style-type: none"> <li>Sonic onomatopoeias</li> <li>Traditional songs</li> <li>Soundscapes</li> </ul>	<ul style="list-style-type: none"> <li>Vocal performance</li> </ul>	<ul style="list-style-type: none"> <li><i>The Wheels on the Bus</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Social and civic competences</li> </ul>
<b>24</b> Composers 56	<ul style="list-style-type: none"> <li>Music history</li> <li>Composers: A. Vivaldi, J. S. Bach, W. A. Mozart, L. van Beethoven, C. Saint-Saëns</li> <li>Listening to pieces of classical music</li> <li>Review of language and theory of music</li> </ul>		<ul style="list-style-type: none"> <li>Story: <i>Composers</i></li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and expression</li> <li>Learning to learn</li> </ul>
TERM 3 REVIEW I'm an Artist 58	<ul style="list-style-type: none"> <li>Review of the contents and musical practice of term 3</li> </ul>		<ul style="list-style-type: none"> <li><i>I'm an Artist</i>, traditional song</li> </ul>	<ul style="list-style-type: none"> <li>Learning to learn</li> <li>Social and civic competences</li> </ul>

# The Music Team



It's the first day at school! They're all there: the treble clef, the stave, the notes, the instruments...



I'm very important in music!  
I'm always at the start!

The instruments are also very important. Listen to me! I can play loud and quiet sounds.

I'm also important! The notes live on me. Listen to them!

Listen to me now! I can play different musical notes.

**1** Listen to the story and review.

1.2  
1.3

**2** Copy and play along.



All together, one, two, three.  
 Our name is the music team.  
 Now you know your Do, Re, Mi,  
 You can sing/play along with me.



La, la, la, la, la, la, la,  
 La, la, la, la, la, la, la.




Repeat.




Repeat.




Repeat.



# The Game of the Instruments

1 Listen and write **loud** or **quiet**, and **slow**, at **medium** speed or **quick**.



This is a game with all the instruments  
And we can play them loud or play them quiet.  
Don't speak, listen and try to guess  
How I make them sound today.



l

q

l

q

q

and

and

and

and

and

Blank handwriting lines

Blank handwriting lines

Blank handwriting lines

Blank handwriting lines

Blank handwriting lines

2 Listen and play along. Then write **slow**,  
 at **medium** speed or **quick**.



slow



3 Complete.

Do, Re, Mi,  
 Fa, Sol,  
 La, Si

We write the notes on the  
 [ ] . Some on the [ ]  
 and others in the [ ] .  
 At the start of the stave we  
 write the [ ] .  
 The names for the notes are  
 [ ] .  
 We have to keep silent when  
 we see a [ ] , but we  
 sing when we see a [ ] .



# London Bridge Is Falling Down

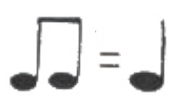

1 Read and learn. Then listen and follow the note values in the song.



The **note values** show the duration of the sounds.

 The **crotchet** lasts one beat.

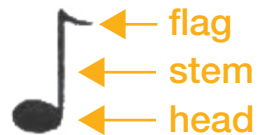
 The **quaver** lasts half a beat.


 =  When we write two quavers together, we call them **beamed quavers**. **Two quavers = one crotchet**.

Parts of a crotchet:



Parts of a quaver:



  
 London Bridge is falling down, falling down, falling down.  
 Build it up with wood and clay, wood and clay, wood and clay.

  
 London Bridge is falling down. My fair lady.  
 Build it up with wood and clay. My fair lady.

