

Music

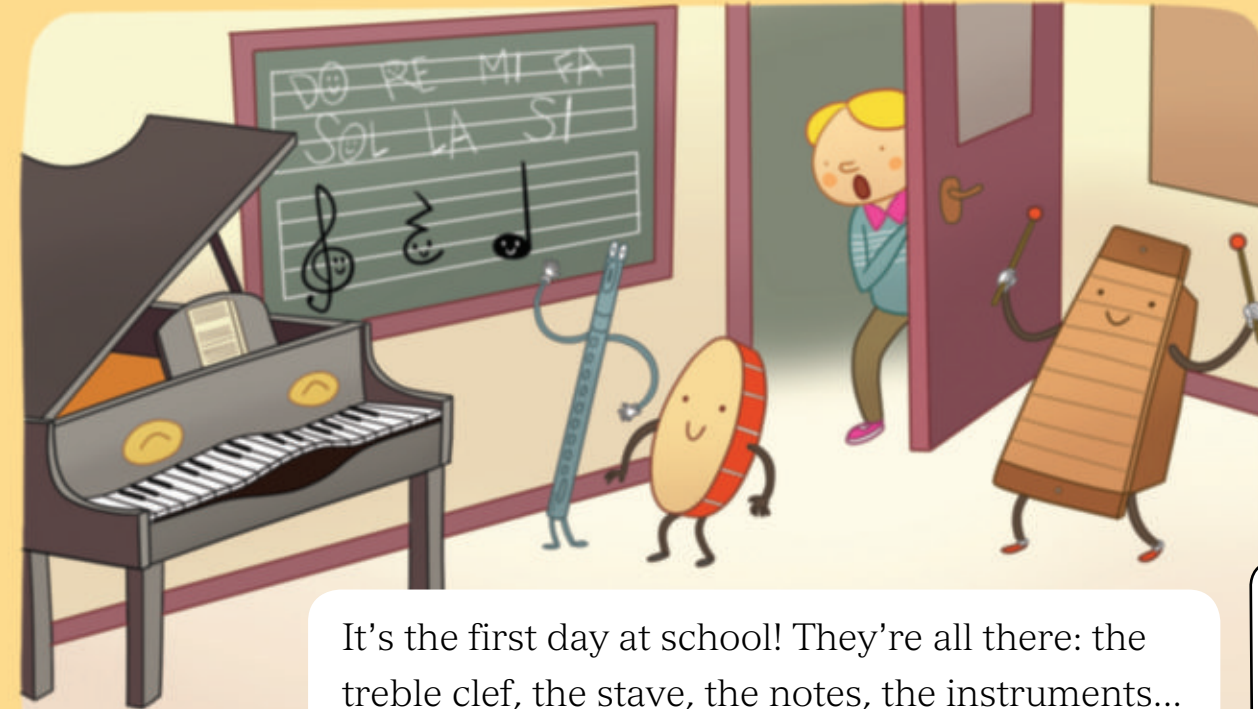
Lesson	Topics		Music	Key competences*
	STRAND 1: Listening	STRAND 2: Musical performance STRAND 3: Moving and dancing		
1 The Music Team 6	<ul style="list-style-type: none"> Review of the notes, the crotchet and the crotchet rest, the staff, the treble clef and school percussion instruments 	<ul style="list-style-type: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

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

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

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.



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.

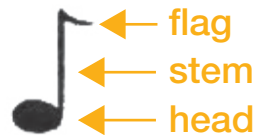
 The **quaver** lasts half a beat.

 =  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.



2 Make a drum.



- Put a tin on thin cardboard and draw a circle around it.
- Cut the cardboard a little bigger than the circle.
- Put the cardboard over the top of the tin and tie it with a string.
- Decorate it.

3 Improvise on your drum.



4 Copy and play along on your drum.



four times

four times

four times

5 Make up a new accompaniment with , and .



Then play along on your drum.



12 times

In a Persian Market

1 Listen to the music and read the story. Then act it out.



Some camels are coming to town... It's market day.



The shopkeepers are singing and getting ready.



Then a princess comes to the market!



Some minstrels are playing and dancing.



In the market there are also snake charmers.



The trumpets play when the caliph comes to the market.



At night, the shopkeepers sing and tidy up.
And the princess goes back to her palace.



The camels go to another town... The market
is quiet now.

2 Follow the rhythms and chant.



a



Ten little fingers and

ten little toes.

b



Two little arms and

one little nose.

c



One little mouth,

two little ears.

d



Two little eyes for

smiles and tears.

3 Listen to the rhythms of the chant and number.



a

b

c

d

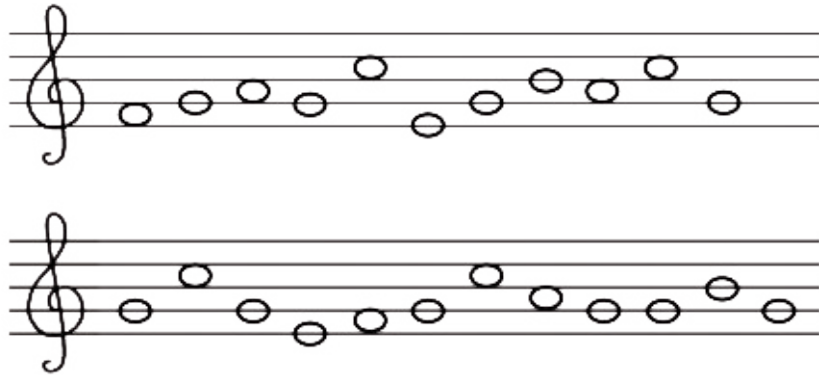
Call Me G or Sol

1 Listen and sing along. Then circle the Sol or G notes in the picture.

1.14
1.15



2 Colour the Sol or G notes and answer the question.



• How many Sol or G notes are there?

3 Circle the boy who is right.



4 Listen to the instruments and complete the table.



	loud	quiet
slow	<input type="text"/>	<input type="text"/>
at medium speed	<input type="text"/>	<input type="text"/>
quick	<input type="text"/>	<input type="text"/>

The Syncopated Clock

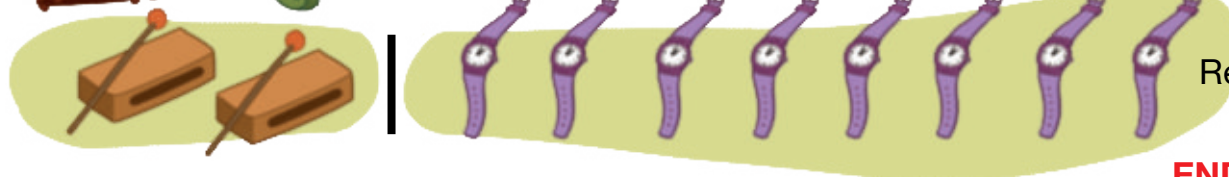
1 Listen and follow the beat.



Play on:



Listen to:



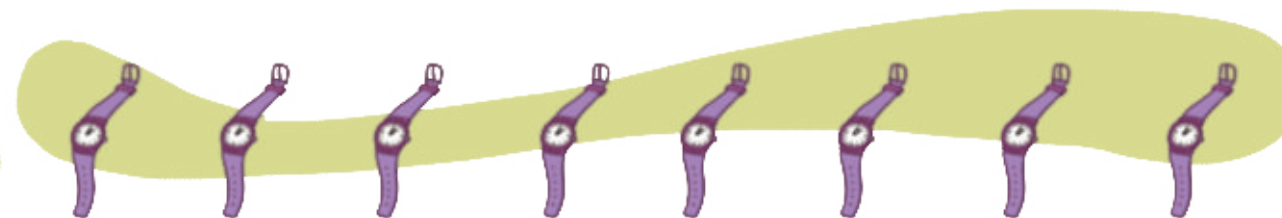
Repeat.



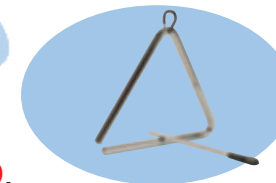
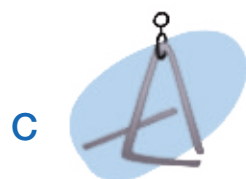
oboe



END



woodblock




Repeat everything until **END**.

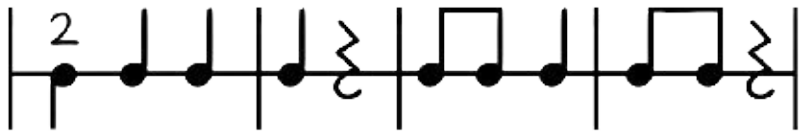
We write note values and rests in **bars**.

In a **duple metre bar**, the note values and rests in a bar add up to two beats.

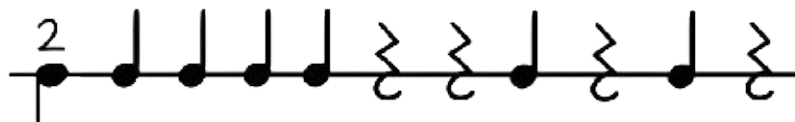


We show the duple metre bar with this symbol: 

We divide bars with **bar lines**:



2 Write the bar lines and answer the questions.

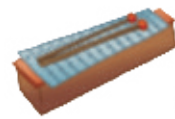


- How many bars are there?
- What is the metre?

3 Complete the scores. Then play along.



A



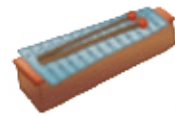
Repeat.

END

B



A



C



for 11 more bars

Repeat everything until **END**.

Tock, Tock, Tock

1 Read and learn. Then listen to the instruments.



The bars of the **xylophone** are made of wood.

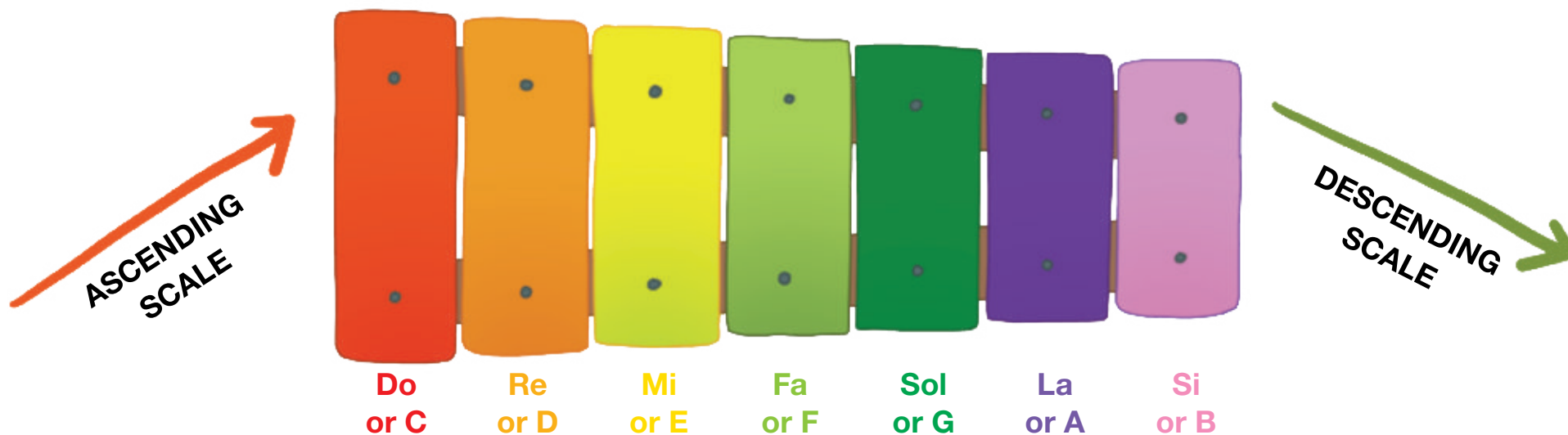


The bars of the **metallophone** are made of metal.



The bars of the **glockenspiel** are made of metal. It's very small.

We hit the bars with **mallets**.



2 Listen and play on mallet percussion instruments.



Sol Fa Mi Re Do
 Fa Mi Re Do
 Mi Re Do

Xy - lo - phone, it goes tock, tock, tock.

Sol Fa Mi Re
 Fa Mi Re
 Mi Re

It plays high sounds, it plays low sounds.

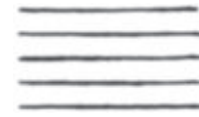
Sol Fa Mi Re
 Fa Mi Re
 Mi Re

It plays loud sounds, qui - et sounds too.

Sol Fa Mi Re Do
 Fa Mi Re Do
 Mi Re Do

Xy - lo - phone, it goes tock, tock, tock.

3 Write and find the secret word.



4 2



12 6



7 11



9 1



3 5

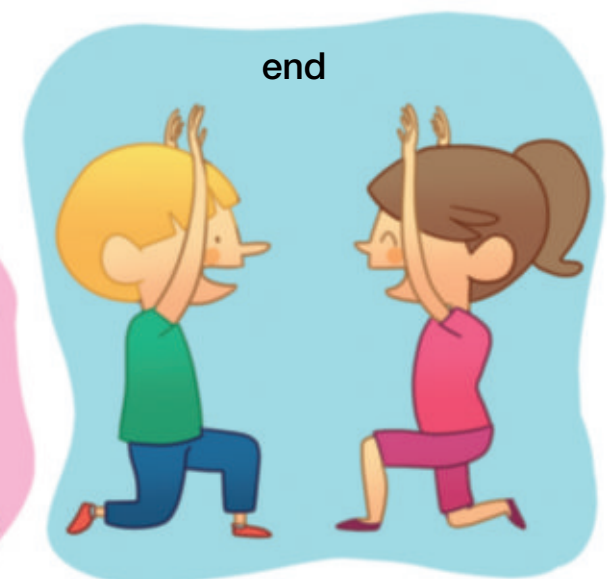
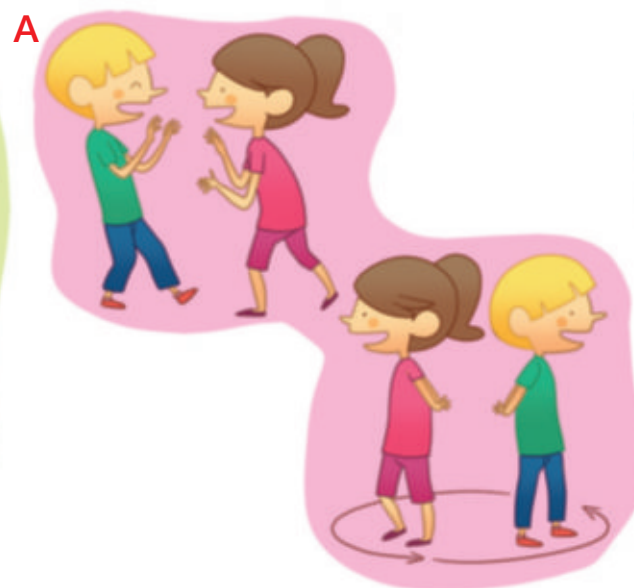
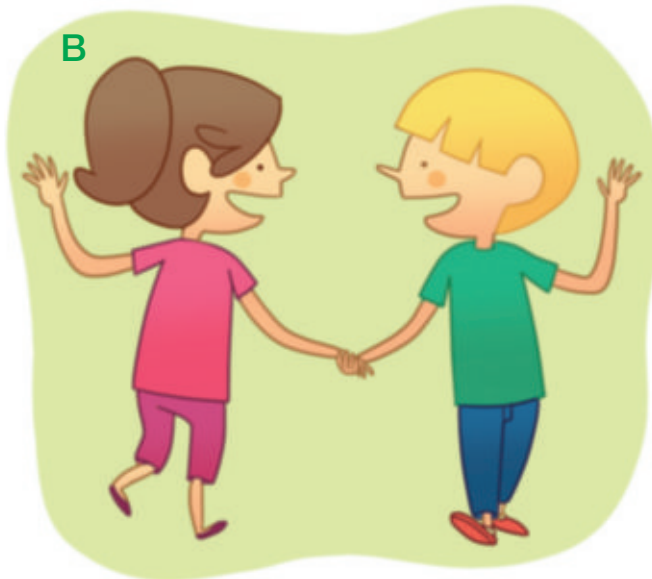


8 10

1 2 3 4 5 6 7 8 9 10 11 12

Jazz Legato

1 Listen and learn the dance.



2 Copy and play along.



Part A



2

Repeat.

Part B



2

Repeat.

3 Listen and number. Then write.









4 Listen and number.



Activity 4: Ascending and descending scales CD 1, track 22.

Scale 1: [Red wavy line up] [Green wavy line down] [Red wavy line up]

Scale 2: [Red wavy line up] [Red wavy line up] [Red wavy line up]

Scale 3: [Green wavy line down] [Green wavy line down] [Green wavy line down]

Scale 4: [Green wavy line down] [Green wavy line down] [Red wavy line up]

Scale 5: [Green wavy line down] [Red wavy line up] [Green wavy line down]

Scale 6: [Red wavy line up] [Red wavy line up] [Green wavy line down]

We Wish You a Merry Christmas

1 Listen and sing along. Then circle the instruments in the picture.

1.23
1.24



We wish you a Merry Christmas,
And a Happy New Year.

chorus

*Best wishes to you,
To you and your friends.
Best wishes for Christmas
And a Happy New Year.*

We all do a little clapping.
Look, Christmas is here.

chorus

We all do a little jumping.
Look, Christmas is here.

chorus

We all do a little stamping.
Look, Christmas is here.

chorus

2 Listen and play along.



chorus

Do Fa Mi Re Sol Fa Mi Do

four times

3 Write the names of the instruments in activity 1.

c	w
t	d
b	g
c	t

4 Write **T** for true and **F** for false.

- At the start the Christmas song is slow and at the end it's quick.
- The Christmas song has two parts.
- We sing the chorus three times.
- Mallet percussion instruments play in the Christmas song.
- We clap, jump and stamp in the song.

Picture dictionary

crotchet



crotchet rest



quaver



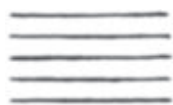
beamed quavers



parts of a note



stave



treble clef



note Mi or E



note Sol or G



note La or A



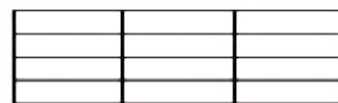
duple metre bar



triple metre bar



bar lines



forte



piano



adagio



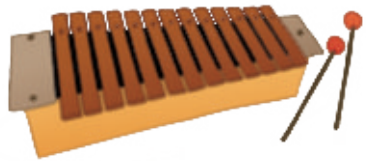
andante



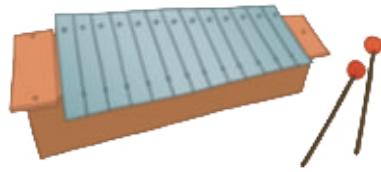
allegro



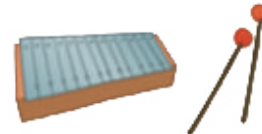
xylophone



metallophone



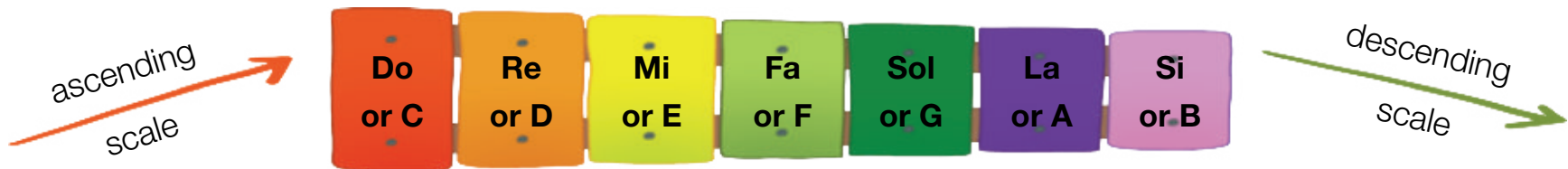
glockenspiel



mallets



musical notes and scales



child's voice



female voice



male voice



string instruments



wind instruments



percussion instruments



Staves

