

# Music—Year 2—Composition Project

## Listening



**Listen** to a range of pieces of music that represent a given stimulus (fire)

**Find the pulse** as you are listening to the music: Dance, move, sway with your friends

**Identify** instruments/voices you can hear.

**Identify** elements of the music that represent the stimulus.

## Musical Activities



**Compose** music in response to a non-musical stimulus (Great Fire of London)

**Use** a range of tuned and untuned percussion to represent the various aspects of the stimulus.

**Record** short, **rhythm** patterns and represent with **rhythmic notation** including **crotchets, minims and crotchet rests**.

Use **symbols** to keep a record of composed pieces

## Perform & Share



A class performance of the fire composition

**Follow** rhythm and graphic notation to perform your composition.

## Vocabulary



pulse

graphic notation

rhythm

symbol

pitch

rhythm notation

dynamics

tempo

compose

perform

audience

melody

Tuned percussion

Untuned percussion