



THE STORY

Peter lives with his grandfather and his cat in a forest. Peter goes out, leaving the gate open. We are introduced to Duck and Bird who argue with each other while Cat stalks them quietly. When Peter returns home, his grandfather tells him off because a wolf could have attacked him. Soon a wolf comes along and creeps up to Duck and swallows her whole. Peter, who watches from the house, runs down to the pond with a rope and creeps up the nearest tree. Bird distracts Wolf by flying round his head and Peter slowly lowers the rope. He has made a loop in the end and catches the wolf by the tail. Some hunters, who have been tracking the wolf, come out of the forest and get ready to shoot. Peter stops them and gets the hunters to take the wolf to the zoo instead.

- Listen and Appraise key questions**
- Is the music loud or soft?
 - Is the music fast or slow?
 - Can you hear any instruments?
 - What does the instrument sound like?
 - Which animal is played by this melody?



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1936

Dynamics
tell us if music is **loud** or **soft**



Tempo
tells us if the music is **fast** or **slow**



Pitch
tells us if a note is **high** or **low**



Rhythm
is a pattern of long and short sounds

Pulse
is the steady beat





Prior Knowledge:

- We can find the **pulse through games** and listen and appraise activities.
- We understand rhythm and **how rhythm is different to pulse**
- We have listened to a wide range of music and talked about the instruments/ voices and how it makes us feel

Singing:

- Learn **simple songs, chants and rhymes** from memory.
- Sing songs with a **small pitch range** and **simple 'chorus and verse'** structure.
- We will will sing at the same pitch/ in unison (**together**).

Musicality:

- Find the pulse with percussion instruments and body percussion.
- Find, read and play **ta** and ti-ti rhythms.
- Find, read, play and sing **so** and **mi** pitches

Listening:

We will be able to listen carefully and talk about:

- Voices and instruments**
- High and low** sounds
- Fast and slow** sounds
- Loud and soft** sounds
- How the music **makes us feel**
- How the instruments are used to represent characters**

Composing:

- We will **improvise and compose simple rhythms** using **untuned percussion** – rhythm sticks, drums, woodblocks, bells
- We will start to **improvise and compose using tuned percussion** – chime bars and glockenspiels on **so** and **mi** pitches

Performing:

We will **perform to our friends** and watch performances together. We will talk about **what went well** and what could be **even better**.

Music Key Vocabulary

pulse		A steady beat .
rhythm		A pattern of long and short notes .
pitch		How high or low a sound is.
tempo		How fast or slow the music is.
improvise		To make music without writing it down/ to play with sounds
compose		To write down music so that you have a record.
so mi do		Pitches on solfege scale
notes		How music is written.
untuned instrument		An instrument that you can use to play the pulse or the rhythm .
tuned instrument		An instrument that you can use to play a melody .
body percussion		Making music with parts of your body: clapping, clicking,