

# Year 1 - Timbre and rhythmic patterns - Term 3

## Key Vocabulary

**Timbre** The quality of sound e.g. smooth, scratchy, twinkly.

**Pulse** The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

**Rhythm** A pattern of long and short sounds.



We are listening to a classical 'symphonic fairytale' called 'Peter and the Wolf' composed by Prokofiev in 1936.



A symphony is a piece of music which has been composed to be played by a full orchestra. Symphonies are usually quite long pieces which are divided into parts.

## Instruments

Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.

<b>Peter - Violin</b> 	<b>Cat - Clarinet</b> 
<b>Hunter - Timpani</b> 	<b>Duck - Oboe</b> 
<b>Wolf - French horn</b> 	<b>Grandfather - Bassoon</b> 
<b>Bird - Flute</b> 	

To know statements	✓ X
To know how to use voices expressively to speak and chant.	
To know how to select suitable instrumental sounds to represent a character.	
To know how to compose and play a rhythm.	
To know and recognise how timbre is used to represent characters in a piece of music	
To know how to keep the pulse using untuned instruments	
To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	

What can you remember from previous units?  
 Can you perform nursery rhymes and poems?  
 How can you make a piece of music?

Anything else you have learnt? What have you enjoyed?