|  |  | Content Objectives | Strands | Strand Units | Concepts | Resources | Comments |
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| Term 2 | **Lesson 11**  Composing with the Clock | * To perform with four groups of instruments * To arrange duration of sounds * To arrange instruments for a performance. | Composing | Exploring Sounds  Improvising and Creating | * A sense of structure * A sense of duration * A sense of timbre * A sense of texture | The Clock resource |  |
|  | **Lesson 12**  Body Percusion | * To identify sounds using body percussion * To perform using body percussion * To recognise body percussion from clapping games | Perfoming | Exploring Sounds  Playing Instruments | * A sense of timbre * A sense of pulse * A sense of texture * A sense of dynamics | Video Example |  |
|  | **Lesson 13**  Find the Pulse | * To identify different styles of music. * To identify pulse in different songs. * To discuss different styles and instrumentation. | Listening and Responding | Listening and responding to music. | * A sense of pulse * A sense of style * A sense of tempo | Video examples |  |
|  | **Lesson 14**  Rhythm with Igor | * To identify pulse and tempo of music. * To identify different instrument groups * To perform with Igor resource | Performing  Listening and Responding | Playing Instruments | * A sense of pulse * A sense of tempo * A sense of timbre | Igor resource |  |
|  | **Lesson 15**  More Rhythm with Igor | * To identify pulse and tempo of music. * To identify different instrument groups * To perform with Igor resource | Performing | Playing Instruments | * A sense of pulse * A sense of tempo * A sense of timbre | Igor resource |  |
|  | **Lesson 16**  Compose with Igor | * To create sequences of sounds using the Igor resource * To perform these rhythmic sequences together | Composing | Improvising and Creating | * A sense of pulse * A sense of structure * A sense of timbre * A sense of duration | Igor Resource  Worksheet |  |
|  | **Lesson 17**  Winter Sounds Composition | * To recognise environmental sounds * To recognise connections between sounds and symbols * To create sequences of sounds. | Composing | Exploring Sounds  Improvising and Creating | * A sense of timbre * A sense of dynamics * A sense of duration * A sense of structure | Worksheets |  |
|  | **Lesson 18**  Winter Sounds Performance | * To recognise environmental sounds * To arrange a performance using these sounds * To explore different vocal and instrumental sounds | Performing  Composing | Using Instruments  Improvising and Creating | * A sense of timbre * A sense of dynamics * A sense of duration * A sense of structure | The Clock resource  Worksheets |  |
|  | **Lesson 19**  Pitched and Un-pitched | * To identify pitch with different classroom instruments. * To perform using pitched and un-pitched instruments | Listening and Responding  Performing | Listening and responding to music  Playing with instruments | * A sense of pitch * A sense of timbre * A sense of duration | Jazz Cat resource  The Clock resource |  |
|  | **Lesson 20**  Song - Who Fed The Chickens | * To identify sequences of melody * To identify and sing the response at the end of each line. | Listening and Responding  Performing | Song Singing | * A sense of pitch * A sense of structure * A sense of duration | Video |  |