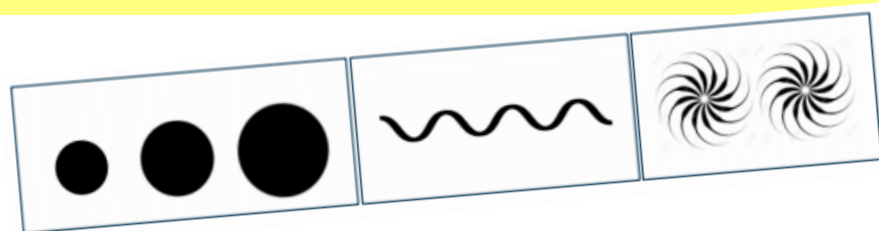


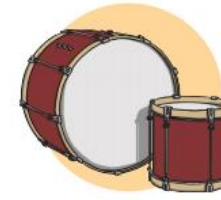
Music Knowledge Organiser - Year 1

By the end of year 1, you should

- Know some simple songs, chants and rhymes off by heart.
- Know the names of many percussion instruments you use.
- Begin to recognise the sound of some of the instruments you use.
- Know that music has a steady **pulse**, like a heartbeat.
- Use key vocabulary to describe sounds and music - loud / quiet , fast / slow, short / long and high / low.
- Begin to use louder / quieter, faster / slower and higher / lower.
- Begin to know that **rhythm** is the pattern of long and short sounds.
- Know that you can create rhythms from words and phrases.
- Begin to know that **pitch** is high and low sounds.
- Discriminate between obvious differences in pitch.
- Begin to know that a **drone** is a pitched note played continuously throughout a piece of music.
- Begin to know that everyone can **compose** and that it is like writing a story with music.
- Begin to know that music can be written down by using pictures to match sounds you have made.



Percussion Instruments



drum



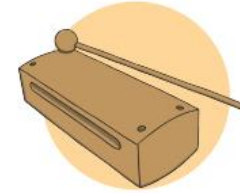
tambourine



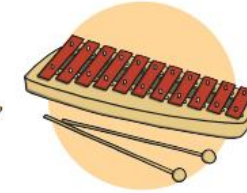
shaker



triangle



woodblock



xylophone

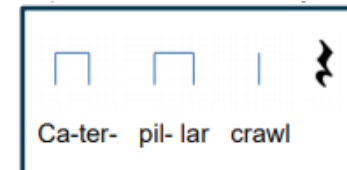


castanet



bell

glockenspiel



Music Knowledge Organiser - Year 2

By the end of year 2, you should

- Know that unison is everyone singing at the same time.
- Know that songs have a musical style.
- Recognise the sound of many of the instruments you use.
- Know that **dynamics** is loud / quiet, getting louder / quieter.
- Know that **tempo** is fast / slow, getting faster / slower.
- Know that **rhythm** is the pattern of long and short sounds.
- Know that rhythms are different from the steady pulse.
- Know that **pitch** is high and low sounds.
- Begin to know that **timbre** is the tone quality of the sound i.e. smooth, scratchy, warm, dull...
- Identify the beat groupings in familiar music you sing regularly and listen to (in 2 / in 3).
- Know that a **drone** is a pitched note played continuously throughout a piece of music.
- Begin to know that an **ostinato** is a short repeated rhythmic pattern or melodic shapes.
- Begin to know that everyone can **improvise**.
- Begin to know that **improvisation** is making up your own music on the spot and it is not written down.
- Know that the **structure** is the overall plan of the piece of music.
- Know that everyone can **compose** and that it is like writing a story with music.
- Know that a composer is someone who writes music.
- Know that music can be written down by using pictures and other notation to match sounds you have made.
- Know **stick notation** including crotchets, quavers and crotchet rests.
- Recognise **dot notation** and be able to match to 3 note tunes played on tuned percussion.
- Show music's structure through your use of a graphic score.

Percussion Instruments



drum



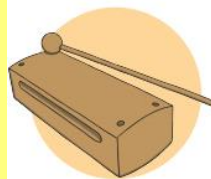
tambourine



shaker



triangle



woodblock



xylophone



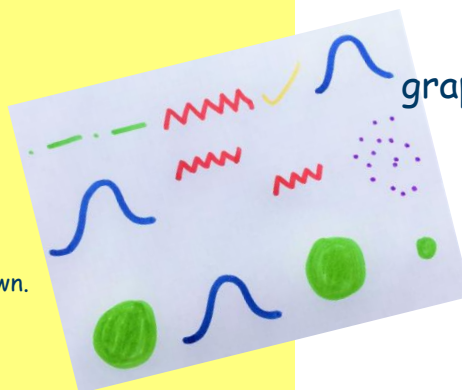
castanet



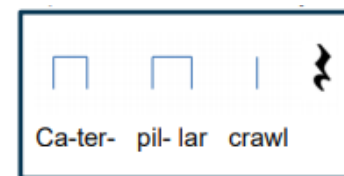
bell



glockenspiel



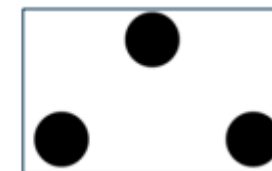
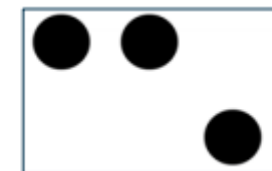
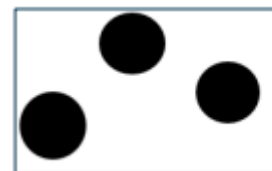
graphic score



Ca-ter- pil-lar crawl

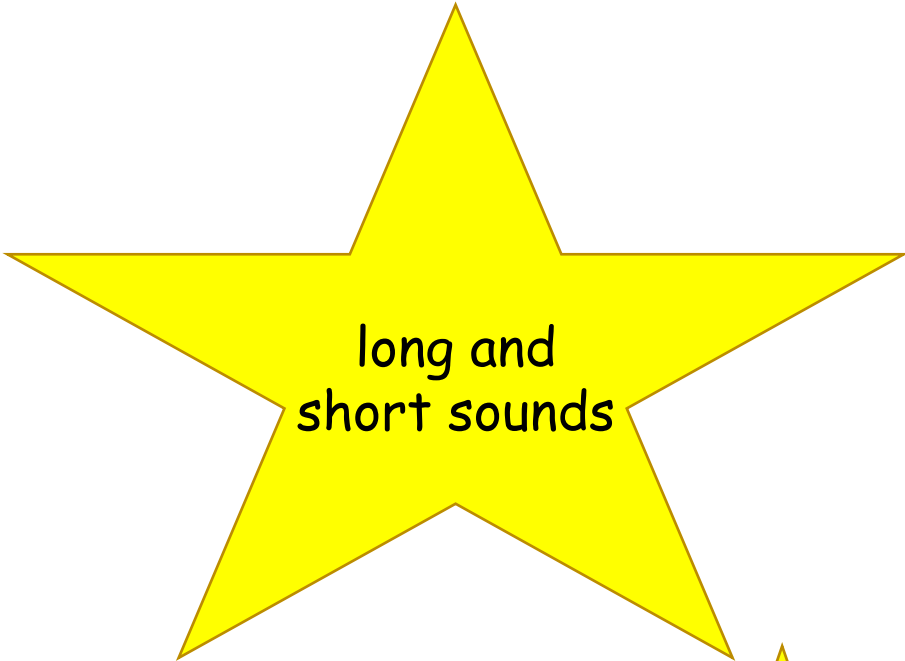


Fish and chips





dynamics -
loud /
quiet



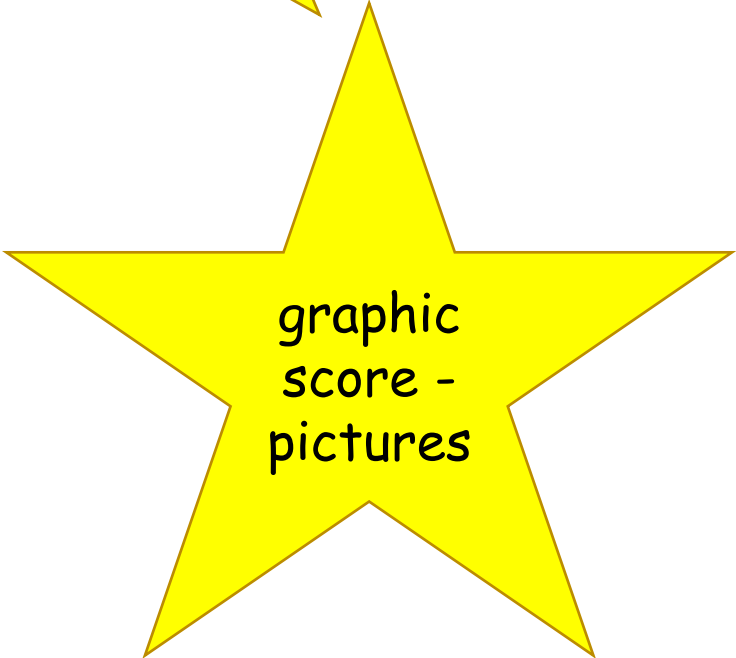
long and
short sounds



compose



structure



graphic
score -
pictures

My Turn

Our Turn

Your Turn

