





Music Knowledge Organiser (Year 1)

Beneath Our Feet

Key Vocabulary

pulse	 The steady beat felt throughout the music - <i>you might tap your toe in time with the music.</i>
rhythm	This follows the pattern of the words. You can clap the rhythm of the words.
chant	To repeat words and phrases with a strong rhythm, often using a speaking voice.
claves	Wooden sticks you hit together. 
Soundscape	Sounds to represent a part of a story.
Graphic Score	A way of writing music using pictures or symbols for different sounds.
Melody	A tune for a song or the main tune in a piece of music that isn't a song.
Syllables	The rhythm of a word. For example di-no-saur has 3 syllables.
Unaccompanied	Singing on your own, with no instruments.
Compose	To write a piece of music yourself.
Rehearse & perform	To practise and then perform a piece of music.

Key Knowledge

- Soundscapes are like a tapestry of sounds that come together in a given place, all kinds of sounds can be used like engine noises, human noises and noises from the environment like wind, sea, and rain.
- Many different creatures live underground, like worms, moles, rabbits and centipedes.
- People sometimes work underground. They might dig for minerals like coal or tin; they might drive an underground train.
- Fossils are the remains of creatures that lived millions of years ago. You can find them in our local area.
- Graphic Scores make it easier for everybody to be able to read and play music because it uses pictures instead of music notes.
- Composers write music to tell stories and make you think about certain places or countries.

What you have already learnt in EYFS.

- I can use my voice to speak, sing and chant.
- I can clap short rhythmic patterns.
- I can make different sounds with my voice and with instruments.
- I can repeat short rhythmic and melodic patterns.
- I can follow instructions about when to play and sing.

What you will have learnt by the end of this unit.

I am learning to :-

- clap longer rhythmic patterns.
- repeat short rhythmic and melodic patterns.
- choose sounds to represent different things.
- follow instructions about when to play and sing.
- Rehearse and perform a piece of music we have made as a group.

Let's Listen!



Camille Saint-Saens - A French composer who created a piece of music about fossils, part of a suite of music called Carnival of the Animals. He began to learn to play the piano when he was 2 $\frac{1}{2}$ years old!

My skills and knowledge that I may use from other subjects - (Include where there may be opportunities to use other subjects

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

What you will have learnt by the end of your Key Stage - (Include the expectations for the end of Key Stage for this area of study)

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Opportunities for teaching Diversity, Equality (including protected characteristics) and expanding Cultural Capital –

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music.

Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning.

Participation in music develops wellbeing, promotes listening and develops concentration.

We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Key Skills I will Learn/Use - (include the key skills that will be intertwined with the knowledge learning LINK)

Singing

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Begin with simple songs with a very small range, mi-so and then slightly wider.
- Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy

Listening

Develop and share your knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Composing

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.
- Understand the difference between creating a rhythm pattern and a pitch pattern
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols

Musicianship Pulse

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat
- Respond to the pulse in recorded/live music through movement and dance

Rhythm

Pupils should be taught to:

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants; create, retain and perform their own rhythm patterns.

Pitch

Listen to sounds in the local school environment, comparing high and low sounds.

- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling
- Follow pictures and symbols to guide singing and playing.

Recall and Remember - Now we are at the end of our topic - Beneath Our Feet how much do you know now? Prove it!



or



Can I use my voice to speak, sing and chant?	
Can I clap short rhythmic patterns?	
Can I repeat short rhythmic and melodic patterns to create a musical piece about beneath my feet?	
Can I choose picture or symbols to represent music?	
Can I make different sounds with my voice and with instruments in a soundscape?	
Can I follow instructions about when to play and sing?	
Can I use instruments to perform?	
Can I choose sounds to represent different things?	