

Subject Knowledge Organiser – Music Year 2 Summer (1) 2023

<p>Key Music Concepts</p> <ul style="list-style-type: none"> • Performance • Composition • Listening • Singing • Instrumental 	<p>I can already...</p> <p>Describe music by saying that it is:</p> <p style="text-align: center;">high or low fast or slow loud or quiet</p> <p>Sing and perform with other people.</p> <p style="text-align: center;">Clap and play a beat</p>	<p>I am now learning to...</p> <p>Listening</p> <ul style="list-style-type: none"> • Clap a beat and a rhythm • Describe music using dynamics, tempo and pitch <p>Performing</p> <ul style="list-style-type: none"> • Sing songs in ensemble, listening carefully to other people and following the leader <p>Composing</p> <ul style="list-style-type: none"> • Create and perform a rhythm using untuned percussion • Record on percussion staff notation using crotchets and quavers. <p style="text-align: center;">By the end of Year 2 I will...</p> <p style="text-align: center;">Listen carefully to lots of different music and describe it in different ways</p> <p style="text-align: center;">Use my voice and some instruments really well</p> <p style="text-align: center;">Use everything I know to create different types of music</p>	<p>Vocabulary</p> <p>Ensemble: a group of people who perform together</p> <p>Tempo: how fast or slow music is</p> <p>Dynamics: how loud or quiet music is</p> <p>Rhythm: the pattern of long and short notes in a piece of music</p>
<p>Key Skills I will learn / use</p> <p>recognise and name pitch, dynamics, tempo. Use these to help give an opinion about whether or not I like the music.</p> <p>Collect and use these elements from listening to improve my singing and composing</p> <p>Notice the difference in these elements between and within pieces of music (listening) and when singing.</p>	<p>I can use learning from other subjects:</p> <p>History: place composers on a timeline; some are playing now (Coldplay, Gamelan), some in living memory (Beatles) or beyond living memory (Pachelbel).</p> <p>Geography: identify countries where music comes from on a world map</p> <p>Maths: fractions: 2 quavers = 1 crotchet</p>	<p style="text-align: center;">By the end of Year 2 I will...</p> <p style="text-align: center;">Listen carefully to lots of different music and describe it in different ways</p> <p style="text-align: center;">Use my voice and some instruments really well</p> <p style="text-align: center;">Use everything I know to create different types of music</p>	<p>I remember what I have learned...</p> <p>Make up a rhythm and clap it using French time names.</p> <p style="text-align: center;">Clap it again with a different tempo, and then with different dynamics.</p> <p>Name a folk song and a rock song</p> <p>Name three things to remember about how to stand properly when you are singing</p>

I need to know these things...

We can write music using crotchets and quavers

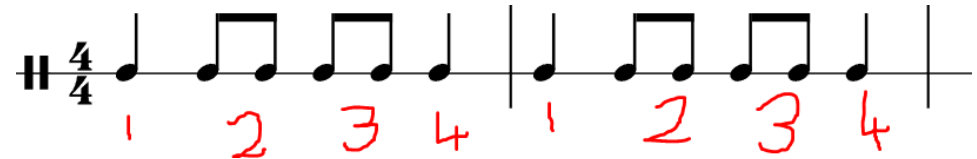
crotchet = 1 beat



a pair of quavers = 1 beat



We can write a rhythm for untuned percussion on a staff like this:



This has four crotchet beats in each bar.

Untuned percussion only plays one note. It is used to play a rhythm

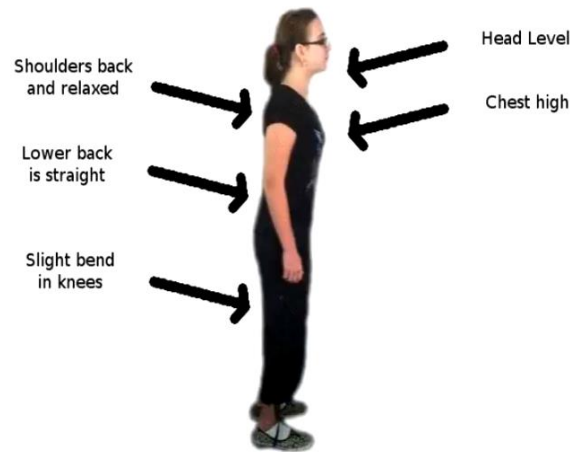


Timbre

The unique sound that an instrument makes. We can use everyday words like:

Scratchy
Sweet
Sparkling
Ringing
Crunchy
Rough
Dull

Good Singing



I can find out more about the world by...

Listening to music played by lots of different people • learning some more folk songs from different countries

Staying Safe

Always have a grown-up with you if you listen to music on the internet.

Types of music

The Green Grass Grows and Shalom are **folk music**.

Clocks and Yellow Submarine are **rock music**.

Pachelbel's Canon is **Western classical music**.

Gamelan music comes from Indonesia. It is played for worship, dancing, plays and other performances.