

Morpeth First School Knowledge Organiser

Topic: Music - Performing	Year group
Rhythm in the Way we Walk/ Banana Rap	Year 1

Background knowledge
<p>Percussion instruments are usually untuned instruments which use beaters, rattles or your hand to create a sound. There is no change in pitch for many of these instruments, e.g. tambourine, bells, cymbals, maracas, bongo drums, cabasas, castanets. Other percussion instruments can be tuned and change pitch, e.g. xylophones, chime bars, gongs. Some percussion instruments, such as cow bells can be either tuned or untuned.</p>

What should I already know?
<ul style="list-style-type: none"> ● To sing a few familiar songs. ● To tap out simple repeated rhythms. ● To explore and learn how sounds can be changed. ● To sing to self and make up simple songs. ● To make up rhythms. ● To begin to build a repertoire of songs and dances. ● To explore the different sounds of instruments.

National Curriculum Objectives / Key Skills	The Journey
<p>To use their voices to join in songs and rhymes.</p> <p>To understand the difference between untuned and tuned instruments.</p> <p><i>I can use my voice to speak /sing/ chant</i></p> <p><i>I can join in with singing</i></p> <p><i>I can use instruments to perform</i></p> <p><i>I can look at the audience when I am performing</i></p> <p><i>I can clap short rhythmic patterns</i></p> <p><i>I can copy sounds</i></p>	<ol style="list-style-type: none"> 1. To copy sounds with voices. (Low sounds, high sounds, loud sounds, quiet sounds etc). 2. To sing familiar songs and rhymes. 3. To begin to learn new songs and rhymes. 4. To perform new song with an awareness of the audience. 5. To clap short rhythmic patterns and begin to use percussion instruments. To know the difference between tuned and untuned instruments. 6. To use percussion instruments to perform in a small group.

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Outcomes
<p>An overview of what children will know / can do</p> <p>Working towards: I am beginning to build confidence to join in songs and rhymes and play percussion instruments correctly.</p> <p>Expected: I can join in singing, use percussion instruments and have an awareness of the audience. I can replicate a rhythm.</p> <p>Exceeding: I show creativity when singing and using percussion instruments. I am starting to lead a group to perform to an audience. I can replicate and create my own rhythm.</p>

Key Vocabulary	Timeline / Diagrams
<p>Song - something performed using the voice.</p> <p>Rhyme - a traditional poem or song (including nursery rhymes).</p> <p>Rhythm - a regular repeated pattern of sound.</p> <p>Instrument - an object used to create sound.</p> <p>Tuned - an instrument which can create sound of different pitches.</p> <p>Untuned - an instrument that has no change in pitch.</p> <p>Percussion - an untuned instrument which uses beaters, rattles or the hand to create sound.</p> <p>Audience - a group of people watching or listening to a performance.</p> <p>High - a high frequency sound which can be described as shrill or piercing.</p>	 <p>The image displays four different percussion instruments. At the top left is a tambourine with a light-colored head and metal zils. To its right is a snare drum with a white head and a dark wooden body. Below the tambourine is a golden bell with a clapper. To the right of the bell is a cymbal with a dark metal surface and a central hole.</p>

Low - a low frequency sound which can be described as deep or soft.
Quiet - making little noise.
Loud - making much noise.
Volume - loud and quiet.
Pitch - high or low.



Key people / places

"Practice from the head, play from the heart" Brendan Jones.

Assessment questions / outcomes

- Can you copy these sounds?
- Can you sing a song that you know?
- Can you remember our song from last week?
- Can you clap a short rhythmic pattern?
- Can you name some percussion instruments?
- Can you describe the difference between tuned and untuned?