

Morpeth First School Knowledge Organiser

Topic: Music - Performing	Year group
I Wanna Play in a Band	Year 2

Background knowledge

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.

What should I already know?

Year 1

I can use my voice to speak /sing/ chant

I can join in with singing

I can use instruments to perform

I can look at the audience when I am performing

I can clap short rhythmic patterns

I can copy sounds

National Curriculum Objectives / Key Skills	The Journey
<p>To use their voices expressively by singing songs and speaking chants and rhymes</p> <p>To play tuned and untuned instruments musically.</p> <p><i>I can sing and follow the melody (tune)</i></p> <p><i>I can sing accurately at a given pitch</i></p> <p><i>I can perform simple patterns and accompaniments keeping at a steady pulse</i></p> <p><i>I can perform with others</i></p> <p><i>I can play simple rhythmic patterns on an instrument</i></p>	<ol style="list-style-type: none"> 1. To copy sounds with voices. (Low sounds, high sounds, loud sounds, quiet sounds etc). To sing familiar songs and rhymes. 2. To begin to learn new songs and rhymes with an awareness of how the melody changes. 3. To perform new song with an awareness of the audience. 4. To clap short rhythmic patterns and begin to use percussion instruments. To know the difference between tuned and untuned instruments. 5. To combine singing and use of percussion instruments to create a performance.

6. To use voices and percussion instruments to perform in a small group.

Outcomes

An overview of what children will know / can do

Working towards: I am beginning to build confidence to join in songs and rhymes and play percussion instruments correctly. I can follow the instruction of others within my group.

Expected: I can join in singing, use percussion instruments and have an awareness of the audience. I can replicate a rhythm and can recognise a steady pulse. I can perform with others.

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 and keep a steady pulse.

Key Vocabulary

Song - something performed using the voice.

Rhyme - a traditional poem or song (including nursery rhymes).

Rhythm - a regular repeated pattern of sound.

Instrument - an object used to create sound.

Tuned - an instrument which can create sound of different pitches.

Untuned - an instrument that has no change in pitch.

Percussion - an untuned instrument which uses beaters, rattles or the hand to create sound.

Audience - a group of people watching or listening to a performance.

High - a high frequency sound which can be described as shrill or piercing.

Low - a low frequency sound which can be described as deep or soft.

Quiet - making little noise.

Timeline / Diagrams



Loud - making much noise.

Volume - loud and quiet.

Pitch - high or low.

Melody (tune) - a sequence of single notes. A combination of pitch and rhythm.

Pulse - a steady beat which doesn't change (like a heartbeat).



Key people / places

"Dance is your pulse, your heartbeat, your breathing. It's the rhythm of your life." Jacques d'Ambroise.

Assessment questions / outcomes

Can you copy these sounds?

Can you sing a song that you know?

What is another name for a tune? (melody)

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?

Can you recognise a steady pulse?