



Hallcroft Infant & Nursery School

Music Knowledge Organiser



Spring 1 - Year 2

Singing (Theme: On this Island)

What we already know, remember and can do:

- Identify sections of the music where the tempo changes.
- Correctly describe sections of music as fast or slow.
- Point out moments in the music where the dynamics change.
- Accurately describe dynamic changes as soft or loud.
- Give specific examples of how the music corresponds to actions in the story.
- Provide clear and specific examples of how music supports the story.
- Justify tempo and dynamic choices made to represent a character, event or feeling.
- Suggest appropriate musical dynamics and tempo changes for different scenes of the story.
- Work as part of a group to rehearse a performance.
- Perform confidently using appropriate instrumental sounds.
- Play their part at appropriate tempo and dynamics.

	Learning Objective	What will be known and remembered (Substantive)	What I can do (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	Learning Objective <i>I can learn to sing a British folk song</i>	<ul style="list-style-type: none">✓ To know music can be described as fast or slow and the meaning of these terms.✓ To know music can be described as loud, quiet or silent and the meaning of these terms.✓ To know sounds within music can be described as high or low sounds and the meaning of these terms.	<ul style="list-style-type: none">✓ Listen with concentration to sort pieces of music✓ Talk about the tempo of the music using vocabulary fast and slow.✓ Talk about the dynamics of the music using the vocabulary loud, quiet and silent.✓ Talk about the pitch of the music using the vocabulary of high and low.	Warm up song	<ul style="list-style-type: none">• dynamics• pitch• tempo

2	Learning Objective I can practise and perform a song relating to the countryside.	✓ To know a composer is the person who writes the music.	✓ Maintain a comfortable position when standing to sing. ✓ Sing simple songs from memory ✓ Breathing at appropriate times when singing	Dynamics Pitch	<ul style="list-style-type: none"> • composer • phrase
3	Learning Objective I can practise and perform a song relating to the countryside.	✓ To know music can be described as fast or slow and the meaning of these terms. ✓ To know music can be described as loud, quiet or silent and the meaning of these terms. ✓ To know sounds within music can be described as high or low sounds and the meaning of these terms.	✓ Confidently moving in time with the beat of the music ✓ Identify some common instruments when listening to a piece of music ✓ Appreciate music from a variety of cultures.	beat	<ul style="list-style-type: none"> • pitch
4	Learning Objective I can create symbols to represent sounds.	✓ To know that notation is read from left to right.	✓ Create sounds responses to a variety of physical stimuli such as nature. ✓ Select and create short sequences of sound with voices or body percussion.	symbol	<ul style="list-style-type: none"> • composition • dynamics • inspiration • pitch
5	Learning Objective I can develop and perform a musical composition.		✓ State what they enjoyed about their peers' performances. ✓ Begin to acknowledge their own feelings around a performance. ✓ Standing or sitting appropriately when performing or waiting to perform.	symbol	<ul style="list-style-type: none"> • composition • dynamics
Future Learning: Contrasting dynamics: Theme Space					

phrase: A musical sentence.



London bridge is falling down,



dynamics:

The volume of the music (loud or quiet).



pitch:

How high or low a sound is.



tempo:

The speed of the music (fast or slow).



composer:

A person who writes music.