

**Year 1 Music Knowledge Organiser**  
**Spring 2 – Using symbols to represent sounds**

**Key Knowledge and Skills**

**By the end of this unit pupils will...**

- Recall and demonstrate an understanding of beat/ pulse, tempo and rhythm (by singing, clapping or tapping).
- Demonstrate pitch (by playing high or low notes on a glockenspiel).
- Demonstrate tempo (by playing fast or slow notes on a glockenspiel).
- Create their own sequence of sounds by drawing symbols to represent beat/ pulse, pitch, tempo and rhythm (4 notes for each).
- Play their own sequence of sounds on a glockenspiel (4 notes).
- Play their partners' sequence of sounds on a glockenspiel.

**Singing**

Pupils will continue to sing simple songs, *chants* and rhymes, during weekly singing assemblies and during in class music lessons. Pupils will continue to respond to visual cues from an adult, such as, stop, start, loud, quiet and counting in from adults.

**Listening**

Pupils will learn about stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Pupils will be listening to a range of musical pieces, including opera, funk, Bollywood, contemporary pop.

**Musicianship**

**Pulse/ Beat**

During music lessons pupils warm up by walking, moving or clapping along to a steady *beat* with others, using body percussion.

**Pitch**

Pupils sing familiar songs in both low and high voices and talk about the difference in sound. Pupils will begin to sing in a similar pitch when singing songs.

**Rhythm**

Pupils will perform short copycat rhythm patterns accurately, led by the teacher.

**Key Vocabulary**

**Recap:**

- **Pulse/ beat** – steady sounds in a piece of music
- **Pitch** – high or low sounds
- **Tempo** – how fast or slow a song is
- **Rhythm** – a sequence of sounds in a piece of music, often following words in a song.
- **Rhythm pattern** – a sequence of notes that are repeated to make up a rhythm
- **Tuned instrument** – an instrument that is pitched to notes
  
- **Symbol** – a small picture
- **Sequence** – a series of sounds



**Linked musical artists**

We will be listening to and learning about the history of a range of songs and musical pieces. We will be identifying the pulse, pitch, tempo and rhythm of these musical pieces.

Some example you could listen to at home are:

- Kathleen Battle & Wynton Marsalis – Baroque Duet – Let the Bright Seraphim**
- Living La Vida Loca – Ricky Martin**
- AR Rahman – Jai Ho**
- Lord of the Dance – Ronan Hardiman**
- Digging on James Brown – Tower of Power**
- Kool and the Gang - Celebration**

You could practice clapping in time with the pulse or maintaining a similar pitch when singing.