



# Music Knowledge Organiser (Year 2)

## Beneath Our Feet

### Key Vocabulary

<b>pulse</b>	 The steady beat felt throughout the music - <i>you might tap your toe in time with the music.</i>
<b>rhythm</b>	This follows the pattern of the words. You can clap the rhythm of the words.
<b>chant</b>	To repeat words and phrases with a strong rhythm, often using a speaking voice.
<b>claves</b>	Wooden sticks you hit together. 
<b>Soundscape</b>	Sounds to represent a part of a story.
<b>Graphic Score</b>	A way of writing music using pictures or symbols for different sounds.
<b>Melody</b>	A tune for a song or the main tune in a piece of music that isn't a song.
<b>Syllables</b>	The rhythm of a word. For example di-no-saur has 3 syllables.
<b>Unaccompanied</b>	Singing on your own, with no instruments.
<b>Compose</b>	To write a piece of music yourself.
<b>Rehearse &amp; perform</b>	To practise and then perform a piece of music.

### Key Knowledge

- Soundscapes are like a tapestry of sounds that come together in a given place, all kinds of sounds can be used like engine noises, human noises and noises from the environment like wind, sea, and rain.
- Many different creatures live underground, like worms, moles, rabbits and centipedes.
- People sometimes work underground. They might dig for minerals like coal or tin; they might drive an underground train.
- Fossils are the remains of creatures that lived millions of years ago. You can find them in our local area.
- Graphic Scores make it easier for everybody to be able to read and play music because it uses pictures instead of music notes.
- Composers write music to tell stories and make you think about certain places or countries.

### What you have already learnt in Year 1

- use my voice to speak, sing and chant
- clap short rhythmic patterns.
- make different sounds with my voice and with instruments.
- repeat short rhythmic and melodic patterns.
- follow instructions about when to play and sing.

### What you will have learnt by the end of this unit.

I am learning to :-

- clap longer rhythmic patterns.
- repeat short rhythmic and melodic patterns.
- choose sounds to represent different things.
- follow instructions about when to play and sing.
- Rehearse and perform a piece of music we have made as a group.

### Let's Listen!



**Camille Saint-Saens** - A French composer who created a piece of music about fossils, part of a suite of music called Carnival of the Animals. He began to learn to play the piano when he was 2  $\frac{1}{2}$  years old!



**My skills and knowledge that I may use from other subjects - (Include where there may be opportunities to use other subjects)**

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

**What you will have learnt by the end of your Key Stage - (Include the expectations for the end of Key Stage for this area of study)**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music

**Opportunities for teaching Diversity, Equality (including protected characteristics) and expanding Cultural Capital –**

**Intent**

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

**Impact**

The impact of teaching music will be seen across the school with an increase in the profile of music.

Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning.

Participation in music develops wellbeing, promotes listening and develops concentration.

We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

**Key Skills I will Learn/Use - (include the key skills that will be intertwined with the knowledge learning LINK)**

**Singing**

Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).

**Listening**

Develop and share your knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

**Composing**

• Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.

**Musicianship**

**Pulse**

Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.

**Rhythm**

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.

**Pitch**

Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.

**Recall and Remember** - Now we are at the end of our topic - Beneath Our Feet how much do you know now? Prove it!



or



Can I use my voice to speak, sing and chant?	
Can I clap short rhythmic patterns?	
Can I repeat short rhythmic and melodic patterns to create a musical piece about beneath my feet?	
Can I choose picture or symbols to represent music?	
Can I make different sounds with my voice and with instruments in a soundscape?	
Can I follow instructions about when to play and sing?	
Can I use instruments to perform?	
Can I choose sounds to represent different things?	