



Year 2 - Summer - Music Knowledge Organiser

What I already know...

Last term, the children sang a variety of songs with accuracy, within a range of notes. They developed their understanding of following and using performance instructions.

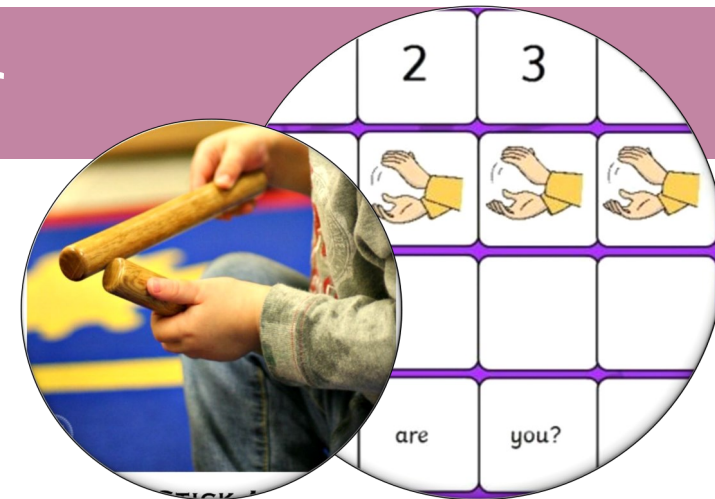
Within groups, the children enjoyed recording and representing melodies of songs they learnt in graphic notation and developed an awareness of the link between pitch and shape.

What I will learn...

- To recognise rhythmic patterns found in speech
- To demonstrate I understand the difference between pulse and rhythm through physical movement, playing and singing
- To perform with a good sense of pulse and rhythm
- To use graphic notation to record rhythms
- To offer comments about others' work and accept suggestions about my own work.

Key Vocabulary

Timbre	The quality of sound that makes one voice or instrument differ from another.
Rhythm	A pattern of sounds played through time, formed by a series of notes.
Ostinato	A repeated musical phrase or rhythm.
Pulse	The regular 'heartbeat' of a piece, holding the core timing together in a piece of music
Tempo	The speed at which a piece of music is played
Graphic Score	The representation of musical sounds in the form of small pictures and symbols.



Making a difference at The Merton

In this unit, the children will listen to a variety of music from such diverse composers as Franz Schubert, Evelyn Glennie and Steve Reich. They will explore pulse and rhythm through physical movement, playing instruments, singing, listening and making graphic scores. The unit will culminate with the children working in small groups to practice and perform an ostinato pattern which will demonstrate a steady sense of pulse, rhythmical accuracy and a clear start and end point. The performances will be recorded and an opportunity for feedback and advice will be offered by an audience.

Making a difference at home

Try singing familiar songs at home while clapping or tapping the rhythm.