



# Year 1 - Spring 2 - Music Knowledge Organiser: Pitch

## What I already know...

In EYFS children began to explore pitch through physical movements and their voices. Children started to explore graphical representations and use their voices to match the pitch accordingly.

## What I will learn...

To sing in tune and perform songs, which contain a small range of notes (3-5).

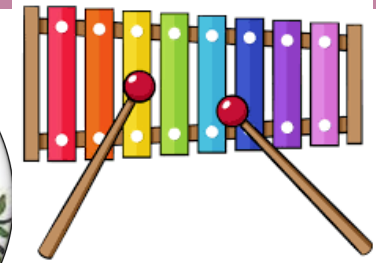
Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.

To be able to use graphic notation to record pitch.

To listen to ideas from other and use them to help improve my work.

## Key Vocabulary

dynamics	How loudly or softly to play a part or piece of music.
melody	A group of notes played one after another to make a tune (a melody)
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.
pitch	How high or low a note is
interval	The difference in pitch between 2 sounds.
glissandro	A rapid gliding from one pitch to another.



## Making a difference at The Merton and beyond

Children will focus on pitch through using their voice, playing different instruments and listening to and creating new sounds. They will order and compare sounds becoming familiar with the concepts of high and low pitch. The unit will culminate with the children creating a short composition which involves them thinking about how different moods and emotions can be communicated through the use of certain pitches and other musical features.

## How to be a musician:

Listen for sounds in your garden or when you go out for a walk. Can you identify high pitched and low pitched sounds in your environment? Can you replicate these sounds using your voice or instruments? What sounds from nature can you use to create musical pieces?