

Year 2 - Summer - Computing Knowledge Organiser

What I already know...

The children should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. They should also have some experience of patterns.

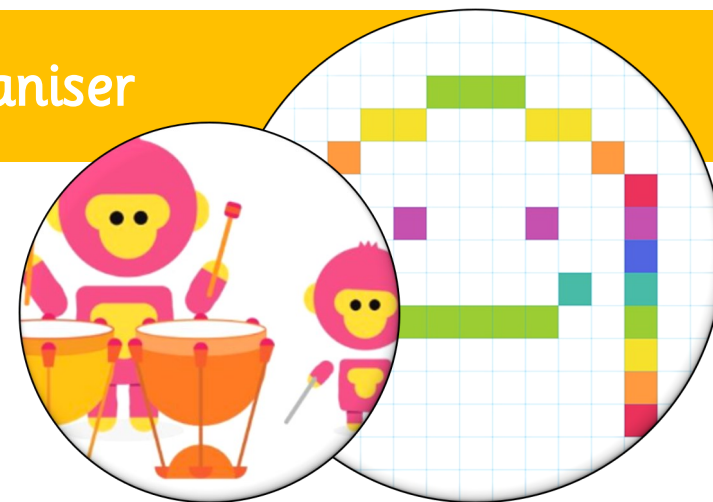
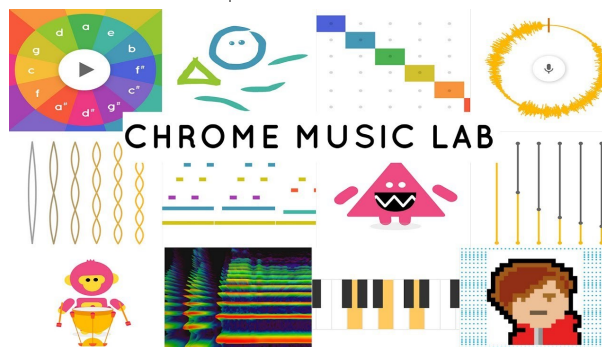
This unit progresses children's knowledge through listening to music and considering how music can affect how we think and feel. They will then purposefully create rhythm patterns and music.

What I will learn...

- To say how music makes us feel
- To identify that there are patterns in music
- To experiment with sound using a computer
- To use a computer to create a musical pattern
- To create music for a purpose
- To review and refine our computer work

Key Vocabulary

Pattern	Units of pattern that are repeated over and over.
Rhythm	A pattern of sound.
Pulse	A basic continuous unit of time.
Pitch	How high or low sounds are.
Tempo	How fast or slow music is.
Notes	Ways of writing music.
Instrument	An object that produces sound
Edit	Change, improve or correct.



Making a difference at The Merton and beyond

In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music. Eventually, they will choose an animal and create a piece of music using the animal as inspiration.

How to be a digital musician...

- To sequence sounds as patterns on a computer.
- To use a computer to play the same music in different ways (e.g. tempo)
- To use a computer to compose a rhythm and a melody on a given theme.