



Year 1 - Music Knowledge Organiser: Pulse

What I already know...

In EYFS pupils identified the pulse of a variety of music. They learnt to move their bodies, objects and march to the pulse and explore sounds which are of different lengths.

What I will learn...

I can create, explore, respond and identify long and short sounds.

I can follow and create simple musical directions for faster, slower, stopping and starting

I can keep a steady pulse with some accuracy (eg, clapping, marching, tapping and playing instruments)

I can comment on my own and other people's performances.

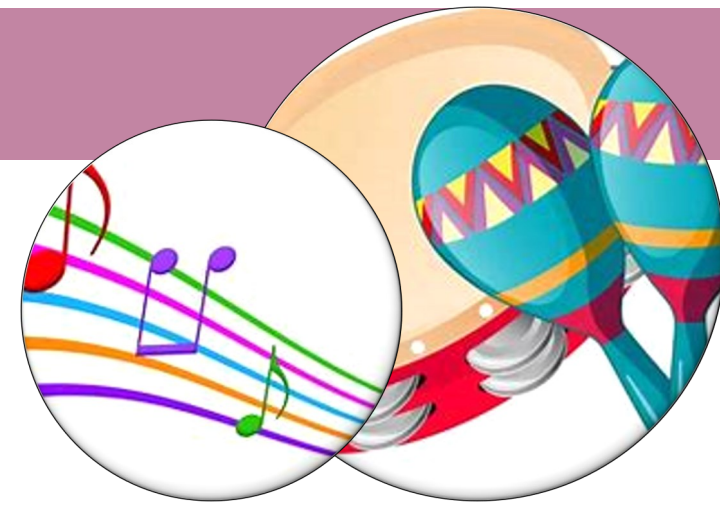
Key Vocabulary

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
rhythm	The pattern of sounds played through time, formed by a series of notes
syllable	parts/sounds in the word
ostinato	a short, persistently repeated phrase

How to be a musician...

Disciplinary Knowledge: music skills I will learn....

- To use listening skills to identify different sounds.
- To follow and create signals when performing.
- To identify syllables, rhythms and pulse within a rhyme or piece of music.



Making a difference at The Merton and beyond

In this unit, children will experience and explore hearing and making long and short sounds on a variety of instruments. They will use their listening skills to identify the different sounds and follow and create signals when performing. The children learn a simple rhyme to establish the concept of syllables and rhythms and will explore how the pulse is integral to keeping in time when performing music. They will use a multi-sensory approach using movement, drawing as well as through the use of tuned and untuned instruments to explore and express sounds and developing their understanding of how music and movement can lift our mood and spirit, and is plays such an important role in our overall well-being.

