



# West Meadows Primary School Foundation Knowledge Organiser

<b>Area: Performing</b>	<b>Year: 1</b>	<b>Subject: Music</b>
<b>What should I already know?</b> how to make sounds on some instruments how to make different sounds on an instrument how to play an instrument loudly, quietly, quickly or slowly in response to a word	<b>How will I use this learning in the future?</b> In Year 2 I will use my voice to perform songs, chants and rhymes with increasing creativity and expression. I will also play tuned and untuned instruments to perform simple patterns, keeping to a steady beat.	<b>What vocabulary should I learn?</b>

<b>What should I be able to do by the end?</b> <b>I can explore the use of my voice creatively by singing simple songs, chants and rhymes.</b>  I can recall short chants using the correct <b>dynamics</b> , <b>pitch</b> and <b>length</b> of notes.  I can sing in time, exploring the <b>dynamics</b> , <b>pitch</b> and <b>length</b> of notes.	<b>I can play tuned and untuned instruments.</b>  I can <b>shake</b> some instruments.	<b>beat</b> steady like a ticking clock or your heartbeat <b>chant</b> a repeated rhythmic phrase <b>conductor</b> a person who directs the performance of an orchestra or choir <b>dynamic</b> the volume (loud or quiet) <b>note</b> a symbol representing a sound <b>pitch</b> how high or low the notes are <b>pluck</b> to hold something and then quickly let go <b>rhyme</b> a repetition of similar sounds within a song <b>signal</b> a gesture or action used to convey instructions <b>strike</b> hit with your hand or a tool <b>tuned</b> has a range of pitches for different notes <b>untuned</b> the same pitch
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**Dynamics:** loud high  
soft low

**Pitch:** high low

**Length:** short long

**Beat**  
I can copy the beat, clap the beat, tap the beat, repeat the beat, play the beat and recognise the beat.

I can create a short beat for others to copy.

**I can start or stop performing at the right time or in response to signal from the conductor.**

**I can shake some instruments.**

**I can strike some instruments.**

**I can blow some instruments.**

**I can pluck some instruments.**

<b>blow</b>	expel air through your lips
<b>hit</b>	make contact with your hand or a tool
<b>scrape</b>	drag a tool along the instrument
<b>shake</b>	move an object side to side or up and down

### What should I know by the end?

Tuned instruments can play different musical notes:

xylophone harp violin piano recorder

Untuned instruments play the same sound:

maracas triangle tambourine woodblock wood claves