

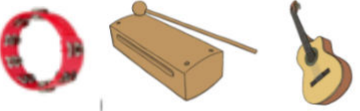











West Meadows Primary School Foundation Knowledge Organiser

Area Performing	Year 2	Subject: Music
<p>What should I already know? how to change the dynamics, pitch and length of notes when singing how some instruments are played, e.g. shake, blow examples of tuned and untuned instruments</p>	<p>How will I use this learning in the future? In Year 3, I will use my voice with increasing accuracy, control and expression. I will play tuned and untuned instruments with increasing accuracy and sustain an ostinato.</p>	<p>What vocabulary should I learn?</p>
<p>What should I be able to do by the end?</p>	<p>I can sing or play an instrument at the correct time in a familiar song. I know when to start and stop.</p>	<p>accompaniment a musical part which supports or partners another instrument or voice</p> <p>ensemble lots of people singing or playing musical instruments</p> <p>melody the main part in a musical composition</p> <p>solo one person singing or playing a musical instrument</p> <p>steady a medium tempo that does not change</p>
<p>I can copy rhythms by singing, clapping or playing my instrument. I can copy the correct pitch, dynamics and length of notes. I can copy the correct tempo of notes.</p> <p>Tempo: how fast or slow.</p>  <p>Dynamics: loud (up arrow), soft (down arrow)</p> <p>Pitch: high (up arrow), low (down arrow)</p> <p>Length: short (left arrow), long (right arrow)</p>	<p>I can play tuned and untuned instruments to perform simple patterns and accompaniments, keeping to a steady beat. I can play instruments in different ways. I can suggest how unfamiliar instruments might be played.</p>   	<p>I can perform solo or in a group.</p> <p>I can practise with the rest of my class (ensemble).</p>  <p>I can work in groups.</p>  <p>I can work in pairs.</p>  <p>I can work by myself (solo).</p> <p>I can appraise and evaluate in simple terms.</p>  <p>What did I like?</p> <p>Did they stay in time?</p> <p>Did they keep a steady beat?</p> <p>Did they change the tempo?</p> <p>Were the dynamics consistent?</p>
		<p>What vocabulary do I already know?</p> <p>beat steady like a ticking clock or your heartbeat</p> <p>chant a repeated rhythmic phrase</p> <p>conductor a person who directs the performance of an orchestra or choir</p> <p>dynamic the volume (loud or quiet)</p> <p>note a symbol representing a sound</p> <p>pitch how high or low the notes are</p> <p>signal a gesture or action used to convey instructions</p> <p>tuned has a range of pitches for different notes</p> <p>untuned the same pitch</p> <p>What should I know by the end?</p> <p>Names a range of familiar instruments. Tuned instruments can play different musical notes:</p>  <p>xylophone harp violin piano recorder</p> <p>Untuned instruments play the same sound:</p>  <p>maracas triangle tambourine woodblock wood claves</p>