

## Woodhouse West Primary– Knowledge Organisers

|                    |                  |                 |                                 |                     |            |              |          |
|--------------------|------------------|-----------------|---------------------------------|---------------------|------------|--------------|----------|
| <b>Year Group:</b> | <b>Reception</b> | <b>Subject:</b> | Expressive art and design—Music | <b>Focus/Theme:</b> | Musical Me | <b>Term:</b> | Spring 2 |
|--------------------|------------------|-----------------|---------------------------------|---------------------|------------|--------------|----------|

### What I should already know?

Children should already have a basic knowledge of different instruments and be able to name them. Children should know that different instruments can make different sounds and be able to match pitch confidently.

### Key Vocabulary

|            |                                                                                                                                                                                             |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instrument | An object that can be used to produce music is called a musical instrument.                                                                                                                 |
| Tempo      | The tempo is the speed of the music. It is how fast or slow the pulse is.                                                                                                                   |
| Rhythm     | Rhythm is a pattern of sounds of different length                                                                                                                                           |
| Pitch      | The pitch of a sound is how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin. |

### Skills I am practising

- To use a range of instruments to create different sounds.
- To name instruments and understand how to use them appropriately.
- To match pitch using instruments
- Create music independently with our chosen instruments



### Sequence of learning

|           |                       |
|-----------|-----------------------|
| <b>1)</b> | Piano Passion         |
| <b>2)</b> | Inspiring Instruments |
| <b>3)</b> | Inspiring Instruments |
| <b>5)</b> | Drummer boy!          |
| <b>6)</b> | Singing spectacular   |

### By the end of the unit I should know...

- Give my opinion about the work of musicians, saying what I like or dislike about the work or elements of the work, with a reason why.
- They learn that when we sing, we can change the pitch (high/low) and also the volume (loud / quiet) of our voice.
- They learn how to create their own songs with a sense of structure (a beginning and an end).

### Key knowledge/facts

- Children learn that musical instruments are used to make music and can be made out of objects such as spoons, pots, tubing, pasta. They will be introduced to drums, glockenspiels, maracas, triangles, cymbals, tambourines, bells as well as listening to music including violin, piano, trumpet. They learn how to hold and use percussion instruments and investigate the sounds that they make. They use these instruments to play along to the beat of the music and to tap out simple rhythms. They can change tempo, volume and pitch. Technology – Understanding the world
- Children learn that we can use devices like microphones and speakers when we are performing.