

Waterloo Primary School - Music Knowledge Organiser

Topic: Class Bands

Year: 1

What will I know by the end of this unit of work?

What should I already know?

How to tap out simple repeated rhythms.
How sounds can be changed.

A range of songs and dances.

A range of instruments.

Vocabulary

Notation- a series or system of written symbols used to represent a sound.

Sound story- sound effects to accompany a story.

Rhythm- a pattern of long and short sounds.

Pattern - a repeating set of sounds or words.

Sequence- A repetition of a passage of music at a higher or lower pitch.

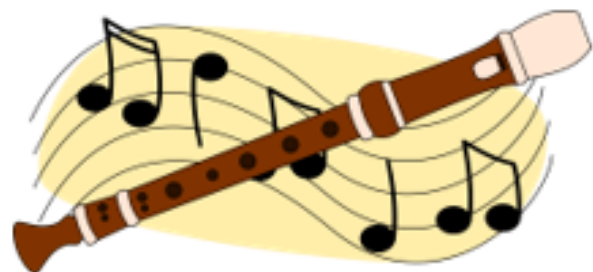
Verse- a section of a song followed by a chorus.

Strings- an instrument which makes sounds from vibrating strings.

Woodwind- an instrument which is often blown through wood.

Brass- wind instrument made out of metal.

Percussion- an instrument struck or scraped by a beater.



- We can use voices and instruments to express feelings
- I can make a sequence of sounds
- Notate sound sequences using graphic notation.
- Perform short rhythmic patterns.
- Follow instructions about when to play and sing.
- Enjoy changing and exploring different ways of producing sounds with voices, body percussion and instruments.



Waterloo Primary School - Music Knowledge Organiser

Topic: Toys

Year: 1

What will I know by the end of this unit of work?

What should I already know?

I should already know that music can be used to express feelings.

I can identify repeating ideas and patterns and I can create a sequence of sounds.

I can perform short rhythmic patterns and I can explore different ways of making musical sounds.

Vocabulary

Notation - a series or system of written symbols used to represent a sound.

Rhythm - a pattern of long and short sounds.

Pitch - how high or low a musical note is.

Dynamics - how loud or quiet a piece of music is.

Pattern - a repeating set of sounds or words.

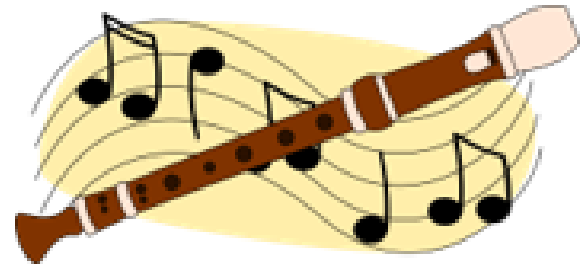
Beat - the main part of a rhythm.

Sequence - a repetition of a passage of music at a higher or lower pitch.

Note - a single tone of pitch made by an instrument or a voice.

Instruments - a tool used to play music.

Steady - the same or constant.



- Use pitched instruments to play short melodies in class sound story.
- Lead simple performance directions to change and combine sequences of sounds.
- Use long and short sounds in their composing.
- Understand and use graphic notation.
- Follow graphic notation to play sounds and recognise changes in high/low, quiet/loud and fast/slow when following notation.
- Listen and recognise different elements of music (timbre/ pitch/ dynamics).
- Recognise sounds that move in steps and leaps.



Waterloo Primary School - Music Knowledge Organiser

Topic: Weather

Year: 1

What will I know by the end of this unit of work?

What should I already know?

I should already know how to play short melodies and combine a sequence of sounds.

I should be able to ~~recognise~~ graphic notation and notice changes in notation.

I should be able to ~~recognise~~ sounds that move in steps and different elements of music.

Vocabulary

Notation - a series or system of written symbols used to represent a sound.

Pulse - the regular beat of a piece of music.

Rhythm - a pattern of long and short sounds.

Pitch - how high or low a musical note is.

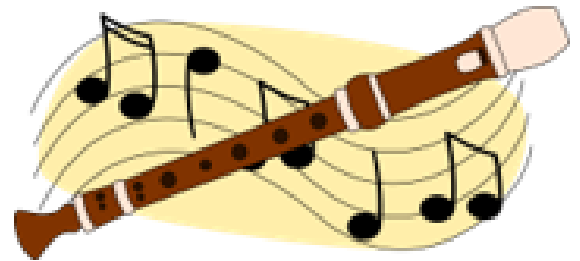
Sequence - a repetition of a passage of music at a higher or lower pitch.

Note - a single tone of pitch made by an instrument or a voice.

Crescendo a way for composers to indicate that a passage of music should gradually increase in loudness.

Composition- the structure of a musical piece.

Conductor a person who conducts a musical group.



- Use instruments to perform, hold small percussion instruments correctly and use a beater correctly.
- Respond through movement to one single sound and lots of sounds played together.
- Conduct the class and tell them when and how to play/stop using gestures.
- Control loud and quiet sounds using instruments.
- Enjoy exploring and creating sounds, using voice, body percussion and instrumentally.
- Identify changes in high/low, fast/slow, loud/ quiet.
- Make connections between notations and musical sounds
- Compose and perform music by using musical concepts such as dynamics and tempo in compositions.

