

Merry Hill Infant School and Nursery - Knowledge Organiser - Music

Topic: Sing Up: Tony Chestnut

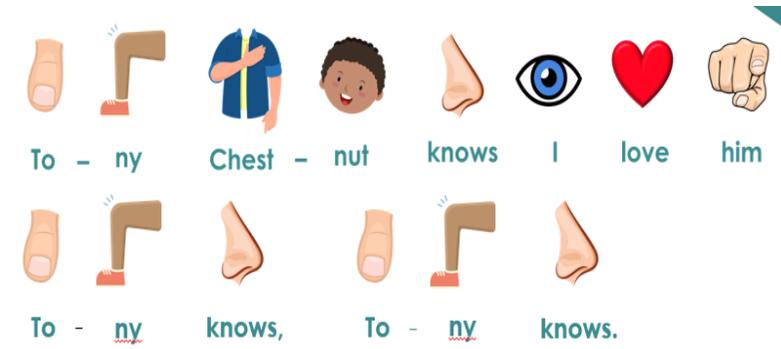
Year Group : 2

Term: Autumn 1

Key Vocabulary:

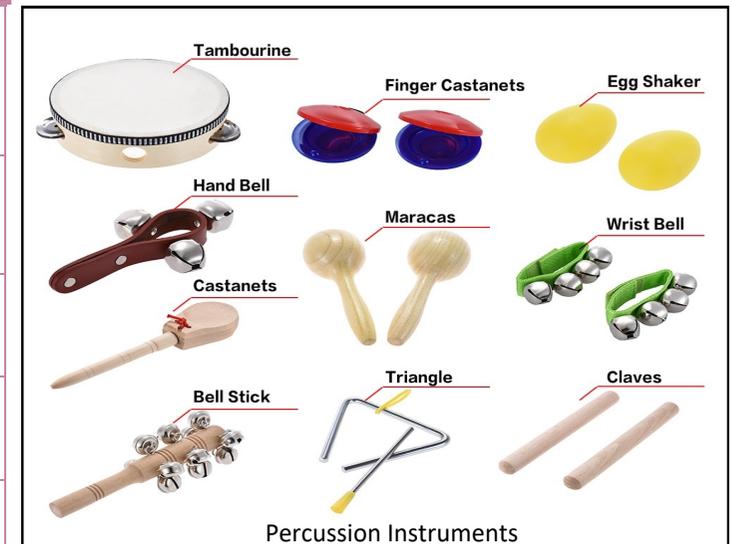
pitch	How high or low a musical sound is.
melody	The tune that is made up of high and low pitched notes.
timbre	The quality of sound. What makes two instruments different from one another.
improvise	Spontaneous creation of music.
Percussion instruments	Instruments used to create rhythm rather than tune. They make a sound when they are struck, shaken, rubbed, plucked or scraped.
Tuned percussion	Instruments that can play a range of pitches.
Untuned percussion	Instruments usually used to perform the rhythm.

Melody and Actions:



Key Knowledge

How to create and express feelings through vocal sounds	Use the voice as an instrument to convey feeling—mmmmm, aaahh, ha-haha rather than through words—begin to explain how music can express emotion.
How to listen in detail to a piece of music	Name instruments, describe actions reflected in the music and begin to use musical terms when recounting them.
How to note pitch shape and duration	Imitate patterns with high/low and short/long sounds.
Exploring timbre and texture	Through matching sounds and images children will link sounds to actions/objects.
How to combine sounds	Identify different instruments when played together and use low pitched, high pitched and crescendo to reflect action.



Merry Hill Infant School and Nursery - Knowledge organiser - Music

Sing Up: Carnival of the Animals

Year Group : 2

Term: Autumn 2

Key Knowledge

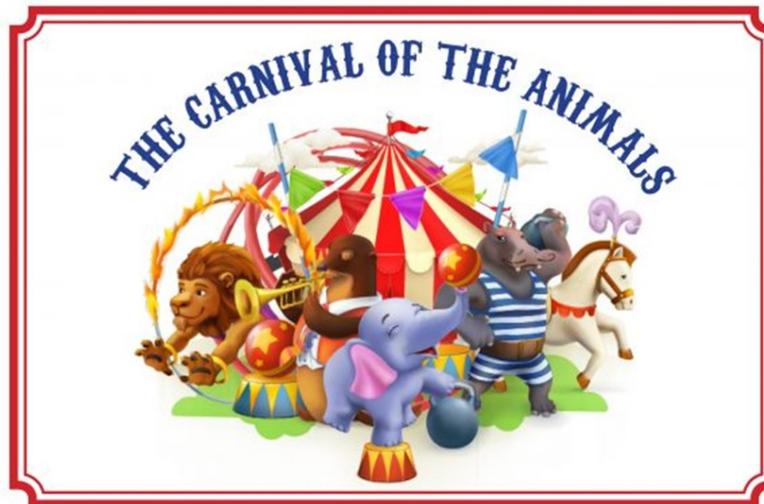
How to compare instruments.	Identify instruments heard/ seen in a piece of music listened to and compare them to those we have in the classroom.
How to listen in detail to a piece of music.	Name instruments, describe actions reflected in the music and begin to use musical terms when recounting them. Identify different qualities of sound (timbre) e.g., smooth, scratchy.
How to note pitch shape and duration.	Identify high/low and short/long sounds.
Exploring timbre and texture.	Through listening activities children will link sounds to actions/ objects/ animals.
How to distinguish instruments.	Identify different instruments when played together and begin to describe timbre, pitch and character of the music.

Key Vocabulary

pitch	How high or low a musical sound is.
melody	The tune that is made up of high and low pitched notes.
timbre	The quality of sound. What makes two instruments different from one another.
Composer	Somebody who writes music.
Percussion instruments	Instruments used to create rhythm rather than tune. They make a sound when they are struck, shaken, rubbed, plucked or scraped.
Suite	A piece of music made up of several movements of different character.

The Instruments

Violin (2)
Viola
Cello
Double bass
Flute
Glass harmonica
Glockenspiel
Xylophone
Piano (2)



Merry Hill Infant School and Nursery - Knowledge organiser - Music

Sing Up: Composing Music Inspired by Birdsong

Year Group : 2

Term: Autumn 2

Key Knowledge

Know how to create short musical motifs.	Invent simple patterns using voices, body percussion and then instruments.
Know how to follow a conductor accurately.	Follow signals given by a conductor/ leader. Play games to practise this skill.
Know how to create musical ideas.	Structure compositional ideas in to a bigger piece.
Know how to explore different instruments.	Improvise solos using instruments.
Know how to distinguish instruments.	Identify different instruments when played together and begin to describe timbre, pitch and character of the music.

Key Vocabulary

motif	A short musical idea.
timbre	The quality of sound. What makes two instruments different from one another.
Conductor	The person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops.
orchestrate	Choose which instruments play which ideas.
accompaniment	Music played along to the main part in order to form a background to it.
improvise	Invent or create music without preparation.



Merry Hill Infant School and Nursery - Knowledge organiser—Music

Topic: Sing Up: Grandma Rap

Year Group : 2

Term: Spring 1

Key Knowledge

How to show durations with actions.	Perform an action to link with different beats—walking and jogging.
How to chant and play rhythms.	Use the durations of ‘walk’ (crotchet), ‘jogging’ (quavers) and ‘shh’ (crotchet rest) to chant and play rhythms from stick notation.
How to compose 4-beat patterns.	Compose 4-beat patterns to create a new rhythmic accompaniment.
Identify what a rhythm is.	Chant Grandma Rap rhythmically and perform to an accompaniment children create.
Identify the difference between beat and rhythm	Whilst listening to a piece of music use one action/ instrument to mark the beat. Listen again and use a different action/ instrument to mark the rhythm. Split into two groups- one mark the beat and one mark the rhythm.

Key Vocabulary

beat	Steady pulse in a tune—the part you tap your feet to.
tempo	The speed of a piece of music. How fast or slow the pulse is.
rhythm	This involves time— the duration, or length, of musical sounds.
duration	The length of notes in a piece of music—how many beats they last for.
crotchet	A musical note with a time value of one beat.
quaver	A musical note with a time value of half a beat.

Perform beat actions


Grandma grandma sick in bed

Called for the doctor and the doctor said

Grandma grandma you ain't sick

All you need is a walking stick

	2 quavers	jogging
	crotchet	walk
	crotchet rest	shhh

Beat is the continuous steady pulse in music.



Merry Hill Infant School and Nursery - Knowledge organiser—Music

Topic: Sing Up: Orawa

Year Group : 2

Term: Spring 2

Key Knowledge

Improvise and compose	Structure short musical pieces to form a larger piece.
Sing and play	Perform composed pieces for an audience.
Listen and appraise	Listen to music with attention to detail, recalling sounds and patterns.
Use gesture to show pitch movement	Indicate higher and lower pitches in music using gestures.

Key Vocabulary

coda	The tail end of a piece. A 'fancy' ending. Translates as 'tail' from Italian.
chant	To repeat something in a repetitive
call and response	A musical or vocal 'question and answer' where one person plays music or speaks, and others answer with a special response.
rhythm	A pattern of sounds of different length.

- **Orawa is a river that flows through Slovakia and Poland.**
- **It was written in 1986 by Wojciech Kilar.**
- **The piece uses one short musical idea repeated many, many times.**
- **The idea grows and transforms as the river it describes passes through different landscapes.**
- **Kilar said about his piece:
'It is the only piece in which I wouldn't change a single note.'**



Blue flow-ing ri-ver wa-ter

- **The music is made up from one repeating pattern using the rhythm above.**

TEACHER:
BLUE

children: blue ri-ver wa-ter flow-ing wa-ter

Blue = 4 beats (semibreve)

River = two beats for each syllable (minims)

Water = one beat for each syllable (crotchets)

Flowing water = a half beat for each syllable (quavers)

Merry Hill Infant School and Nursery - Knowledge organiser—Music

Topic: Sing Up: Trains

Year Group : 2

Term: Spring 2

Key Knowledge

Compose music.	Compose music inspired by train travel/ transport.
Listen to and analyse pieces of music.	Listen to four pieces of music inspired by travel/ vehicles and analyse them.
Learn a simple rhythm pattern.	Perform a rhythm pattern with tempo and volume changes.
Use musical notation.	Begin to understand duration and rhythm notation.

Key Vocabulary

Dynamics	The volume that a musician plays.
crescendo	Gradually getting louder.
diminuendo	Gradually getting quieter.
accelerando	Gradually getting faster.
ritenuto	Gradually getting slower.
duration	The length of a note that a musician plays.

- When the music gets louder it is called a **crescendo**.
- When the music fades away and gets quieter it is called **diminuendo**.
- You can show these words using symbols.

Crescendo (or cresc.)



Diminuendo (or dim.)



chug-ga chug-ga chug-ga chug-ga chug-ga chug-ga chug-ga chug-ga

Merry Hill Infant School and Nursery - Knowledge organiser

Music

Topic: Swing along with Shostakovich

Year Group : 2

Term: Summer 1a

About the Composer, Dmitri Shostakovich.



Dmitri Shostakovich was born in Russia (1906-1975) and is arguably one of the greatest composers of the mid-twentieth century. His name is pronounced

He wrote most of his music during a scary period of Russian history, which made his music that much more powerful.

Shostakovich featured characteristic jazz instruments in his suites, such as saxophones, glockenspiel, and banjo.

Key Vocabulary

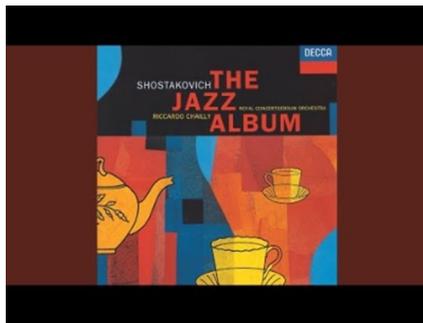
tempo	The speed of the beat- this could be a continuous steady pulse, like a
metre	Beats grouped into regular patterns (usually in in 2s, 3s, or 4s)
rhythm	Rhythm is made up of patterns of different length notes, e.g., crotchets and quavers.
composer	a person who writes music, especially as a professional occupation.

2-Time or 3-Time?

To identify 2-time and 3-time listen out for the 'strong' beats. If you can walk in time to a tune (Left Right, Left Right), with a strong beat on every other step, it is in 2-time. If you can do three actions to the tune (such as three hand claps) with a strong beat on every third clap, the music is in 3-time.

We use 'One Finger, One Thumb' (2-time) and 'Oranges and Lemons' (3-time) to help us understand this difference.

About the Music: Jazz



The 'Polka' from the first Jazz suite feels like a march because it has 2 beats in each bar of the music, like the marching of feet '1, 2,

The 'Waltz' from the second Jazz suite has 3 beats in each bar of music, like 'oom-pah-pah, oom-pah-pah' or '1, 2, 3, 1, 2, 3'.

'O-ran-ges and le-mons', Say the bells of St Cle-ment's. 'You owe me five
6 far-things', Say the bells of St Mar-tin's. 'When will you pay me?' Say the

1. One fin-ger, one thumb, keep mov - ing, One
7 fin-ger, one thumb, keep mov - ing, One fin-ger, one thumb, keep mov - ing, We'll

Merry Hill Infant School and Nursery - Knowledge organiser—Music

Topic: Sing Up: Charlie Chaplin

Year Group : 2

Term: Summer 1b

Key Knowledge

Learn about different musical elements	This unit uses a film by Charlie Chaplin to help the children understand different musical elements.
Learn about duration	Understand and use notes of different duration.
Learn about pitch	Understand and use notes of different pitch.
Learn about dynamics	Understand and use dynamics.
Compose music	Compose a soundtrack to a clip of a silent film.

Key Vocabulary

Duration	The length of a note that a musician plays- described as long or short.
Pitch	Notes are described as being 'high' or 'low' pitched.
Dynamics	The volume of a piece of music.

Two musical staves are shown. The first staff has a double bar line on the left and a single eighth note on the right, with the text "= a short note (a quaver)" to its right. The second staff has a double bar line on the left and a whole note on the right, with the text "= a long note (a semibreve or 'whole' note)" to its right.



A musical staff with a treble clef is shown. Four notes are placed on the staff, with the text "high pitches" above them. Below the staff, four notes are shown with stems pointing downwards, with the text "low pitches" below them.