

Merry Hill Infant School and Nursery - Knowledge organiser—Music

Topic: Sing Up: Grandma Rap

Year Group : 2

Term: Spring 1

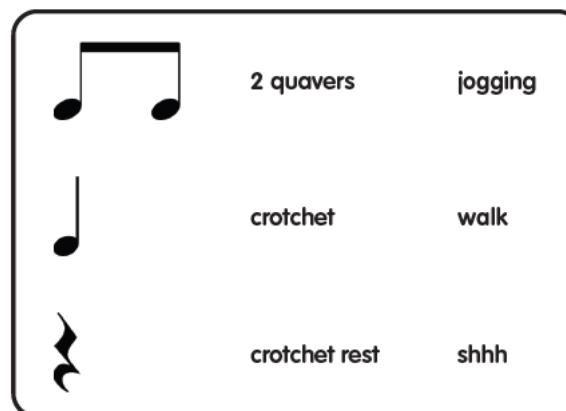
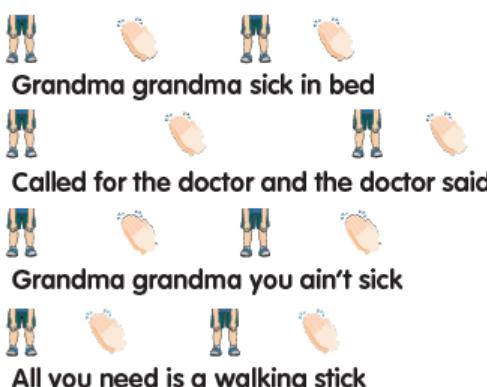
Key Knowledge

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



Beat is the continuous steady pulse in music.



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Topic: Sing Up: Orawa

Year Group : 2

Term: Spring 2

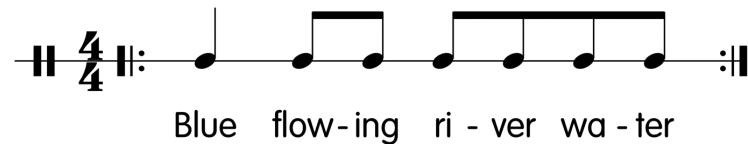
Key Knowledge

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.

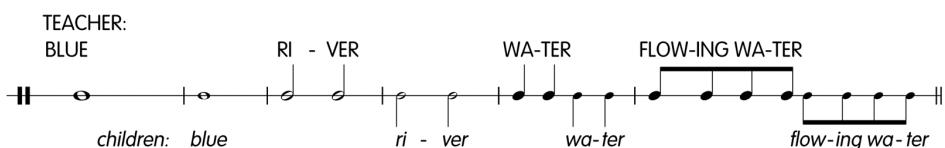
Key Vocabulary

coda	The tail end of a piece. A 'fancy' ending. Translates as 'tail' from Italian.
chant	To repeat something in a repetitive way.
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.'



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



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.)



Drum

Shaker

Guiro

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