

# Glenfield Infant School Knowledge Organiser



## Year 1—Autumn 1

## Music

## Exploring Contrasts

### What should I already know?

- I have been introduced to the musical elements of: pitch, tempo, dynamics and texture
- I have expressed myself by moving to different musical genres.

### Vocabulary

Pitch	How high or low a sound is
Tempo	The speed of the music
Dynamics	The variation in loudness between notes or phrases
Texture	The layers of sound in a musical work
Contrast	The difference between two things.
Pulse	The underlying steady beat of music. This is what we may tap our foot or clap along to
Beat	The basic unit of time within music.

### Musical elements

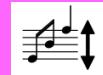
#### Dynamics



- Respond to 'loud' and 'quiet' using appropriate movements
- Identify whether a piece of music is predominantly loud or quiet or has a mixture of both



#### Pitch



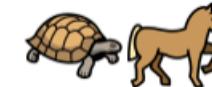
- Respond to 'high' and 'low' using appropriate movements
- Identify whether a piece of music is predominantly high or low or has a mixture of both



#### Tempo



- Respond to 'fast' and 'slow' using appropriate movements
- Identify whether a piece of music is predominantly fast or slow or has a mixture of both



#### Texture



- Respond to 'smooth' and 'bumpy' using appropriate movements
- Identify whether a piece of music is predominantly smooth or bumpy or has a mixture of both



### Musical skills

#### Singing



- The Grand Old Duke of York (loud)
- Hickory Dickory Dock (quiet)
- I can sing high
- 'The Glenfield Train'

#### Playing



- Use a drum to tap the syllables in my name
- Play a variety of unturned percussions in such a way as to represent the contrasts within a musical element



#### Listening



- Carnival of The Animals by Saint-Saens:
  - March of the Lions
  - The Cuckoo
  - The Tortoises
  - The Wild Asses
  - The Elephant
  - The Aviary
  - The Kangaroos
  - The Swan
  - The Fossils



#### Composing



- Improvisation using unturned percussion