

# Glenfield Infant School Knowledge Organiser



Year 1—Spring 1

Music

Instrumental Activities

## What should I already know?

- We explored how instruments can be used to make sounds in different ways
- We followed simple rhythm patterns on unturned percussion
- We used instruments to accompany stories

## Vocabulary

<b>Pulse</b>	The underlying steady beat of music. This is what we may tap our foot or clap along to
<b>Rhythm</b>	Combinations of long + short sounds
<b>Timbre</b>	The particular tone that distinguishes a sound or combination of sounds
<b>Tempo</b>	The speed of the music
<b>Instrumental</b>	Composed for or related to instruments
<b>Percussion</b>	Musical instruments played by striking with the hand or with a stick or beater

1.

- To explore different instrumental sounds and how they can be played
- To learn to play unturned instruments carefully, following gestures, word cues and visual cues
- To count, internalise and play instruments to a steady **pulse**

2.

- To continue to practice following gestures, symbol and word cues whilst playing unturned percussion instruments
- To play a steady **pulse** as an accompaniment to singing
- To count, internalise and play on a certain number
- To comment on the sounds of the different instrument categories

*Singing: Johnny plays with one hammer; 10 Fat Sausages!*

3.

- To internalise and recall **rhythm** patterns on instruments
- To respond to different **tempos**
- To follow a conductor
- To chant and play instruments in 2 parts

*Singing: Have you brought your talking voice; Buster, Buster; 10 Fat Sausages!*

4.

- To improve recall of **rhythm** patterns on instruments
- To internalise rhythmic phrases including Ta, Te-Te and rests in a chant and to recall them on instruments
- To accompany singing by playing instruments in two parts

*Singing: Hickety Tickety Bumble Bee; Jelly on a plate; Good-bye Everyone*

5.

- To accompany singing on tuned and unturned instruments, playing to a steady **pulse** with accurate rhythms
- To play instruments as part of a group, attaching different **rhythm** symbols to different instrumental **timbres**

*Singing: Have you brought your talking voice?; Down the road*

6.

- To play a steady **pulse** to accompany singing
- To concentrate and internalise lyrics, playing instruments on specific cue words
- To improvise **melodies** on a xylophone

*Singing: Have you brought your talking voice?; Little Rabbit Foo; Diddle, Diddle Dumpling*