

# Glenfield Infant School Knowledge Organiser

## Year 1—Spring 2

## Music

## Rhythm Building

### What should I already know?

- We learned the difference between rhythm and pulse
- We have read rhythm notations using body percussion and untuned percussion instruments
- We have followed different types of cues to know when to play

### Vocabulary

crotchet	A musical note that lasts for one beat.
minim	A musical note that lasts for 2 beats, therefore equal to two crotchets.
quaver	A musical note that last for half of a beat. 2 quavers are equal to one crotchet.
rhythm	Combinations of long and short sounds that convey movement.

1.

- To begin to learn, understand, recognise, step and clap the three note values - crotchets, minims and quavers  
  
**A crotchet is worth 1 beat; a quaver is worth half a beat; a minim is worth 2 beats**

4.

- To learn a third and fourth 'food' rhythm ('sausages and bacon' & 'sausages and ham') and incorporate it with the first two  
  
**'Sausages and bacon' is made up of 2 pairs of quavers and 2 crotchets; 'sausages and ham' is made up of 2 pairs of quavers and a minim**

2.

- To be able to build the first two rhythms ('eggs and bacon' and 'eggs and ham) and aurally between them and clap them confidently and accurately  
  
**'Eggs and bacon' is made up of 4 crotchets; 'eggs and ham' is made up of 2 crotchets followed by a minim**

5.

- To learn a fifth and sixth 'food' rhythm ('sausages and butter' and 'eggs and bread and butter') and incorporate it with the other four
- To listen for specific hidden sounds and to focus on instrumentation  
  
**'Sausages and butter' is made up of 2 pairs of quavers and 2 crotchets; 'eggs and bread and butter' is made up of 2 pairs of quavers and 2 crotchets'**

3.

- To improvise a whole-class percussion piece
- To develop the skill of listening sensitively in order to contribute to an individual set of sounds
- To memorise rhythmic sequences  
  
**Some instruments are better than others to create soundscapes, in this instance, a thunderstorm**

6.

- To listen for familiar tunes hidden in unfamiliar music - *A Children's Overture* by Roger Quilter - and to apply this idea to a class composition



**In 'A Children's Overture', you can hear songs like Baa, baa black sheep and Oranges and Lemons**