

# Glenfield Infant School Knowledge Organiser



Year 2—Spring 1

Music

Instrumental Activities

## What should I already know?

- We have played tuned and un-tuned instruments with increasing control
- We kept a steady beat on percussion instruments
- We used glockenspiels to play simple melodies

## Vocabulary

<b>Pulse</b>	The underlying steady beat of music. This is what we may tap our foot
<b>Rhythm</b>	Combinations of long + short sounds
<b>Timbre</b>	The particular tone that distinguishes a sound or combination of sounds

1.

- To explore the different ways instruments can produce sounds
- To learn to play un-tuned instruments accurately, following gestures, symbol and word cues
- To count, internalise and play instrumental patterns to a steady pulse
- To copy and improvise short rhythm patterns

*Singing: The Echo Man; Have you brought your singing voice?*

2.

- To continue to play un-tuned instruments accurately, following gestures, symbol and word cues
- To listen, internalise and play more complex rhythm patterns, keeping a steady pulse
- To recall and improvise 4-beat rhythm patterns on instruments

*Singing: The Echo Man; My Aunt Came Back; Have you brought your talking voice?*

3.

- To internalise and recall longer rhythm patterns
- To create musical patterns from chosen symbol orders and to practice playing them on instruments with different timbres
- To follow cue words and to play a steady pulse to accompany singing

*Singing: Have you brought your talking voice?; My Aunt Came Back*

4.

- To play un-tuned percussion instruments to word cue instructions
- To play a steady pulse to accompany singing
- To internalise word patterns and play instruments in 2 parts

*Singing: Have you brought your talking voice?; Hi, my name's Jo; A sailor went to sea, sea, sea; Diddle, Diddle Dumpling; Ding Dong; Goodbye Everyone*

5.

- To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing
- To internalise and play rhythm patterns
- To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres
- To perform and appraise

*Singing: Have you brought talking voice?; Mice, Mice;*

6.

- To hold one rhythm pattern whilst others are playing different patterns
- To be part of a class composition
- To compose 4-beat rhythm patterns, practice and perform them on instruments
- To appraise

*Singing: Goodbye Everyone*