

# Glenfield Infant School Knowledge Organiser

## Year 2—Spring 2

## Music

## Note Values + 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
- We have played different parts at different times

### Vocabulary

crotchet	A musical note that lasts for one beat.
rest	A symbol in music indicating silence e.g. instrumental sound to be played.
crescendo	Going from quiet to loud.
diminuendo	Going from loud to quiet.
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.
canon	Layering the melody in music by adding the same musical phrase after a short delay.
rhythm	Combinations of long and short sounds that convey movement.

1.

- To develop co-ordination and rhythmic skills
- To revisit the concept of silence and to lead on to the crotchet rest
- To revise the concepts **crescendo** and **diminuendo**



**Crescendo means getting louder; diminuendo means getting quieter**

2.

- To deepen and consolidate understanding of rests
- To revise the four note values
- To sustain a **rhythmic** pattern against (up to) three others



**A 'rest' means silence. Crotchet = count 1 beat; minim - count 2 beats; semi breve = count 4 beats**

3.

- To work on the skill of co-operation to facilitate group work
- To work on **crotchets** and **rests** with particular focus on anticipation and co-ordination skills



**It is important to listen to other people when playing in a group**

4.

- To learn new 'food' rhythms ('Ham roll', 'ham sandwich' and 'marmalade sandwich') and incorporate them with others
- To develop rhythmic skills with the introduction of a new concept - '**CANON**'



**'Ham roll' is 2 minims; 'ham sandwich' is 1 minim and 2 crotchets**

5.

- To learn two new 'food' **rhythms** ('marmalade roll' and 'icing on chocolate cake')
- To consolidate and extend the **canon** work



**A canon in music is created by layering different sounds together at different times**

6.

- To listen and appraise music from another culture - *Night on a Bare Mountain* by Mussorgsky
- To feel the mood and atmosphere of a piece of classical music and to interpret it with free movement



**Identify orchestral instruments used in 'Night on a Bare Mountain'**

