

Year 1
Knowledge Organiser for Music

Key Enquiry Questions:	
How can we evaluate a piece of music?	<ul style="list-style-type: none"> • We can listen to the pitch – does it alter within the piece of music? • Is there a steady beat? Can we identify it? • Are there any rhythm patterns we can identify? • How does the music make us feel? Happy? Sad? • What can we notice about the pace of the music? Is the tempo the same throughout? • What instruments can we hear from the start to the finish? • What can we notice about the volume (dynamics) of the music? Does it alter from beginning to the end?
How do we create our own music?	<ul style="list-style-type: none"> • What effect/mood are we creating? • Are we telling a story, a journey? • What percussion should we choose? Shall we layer the sounds? Use voices and body percussion too? • What symbols shall we create/follow to record our music? • How will the volume be used to enhance the composition- crescendo?

Key Vocabulary	
beat	The regular heartbeat of the music.
dynamics	Volume – loud/quiet.
rhythm	Patterns of long and short sounds played within a steady beat.
pitch	range of sounds in a piece of music from the lowest to the highest.
tempo	The speed at which music is performed, usually described in terms of fast/slow.
timbre	All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky.
crescendo	Getting louder.
glissando	A slide up or down from one musical note to another, in the manner of a rapid, sliding scale.
diminuendo	Getting quieter.
symbols	Any written representation of a sound.
metre	The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours.

Key concepts / skills:	
voices	<p>Children will explore and control long and short sounds using their voice.</p> <p>Children will follow instructions on how and when to sing.</p> <p>Children will make high and low sounds using their voice.</p> <p>Children will create a sequence of sounds with their voice.</p>
play - body percussion	<p>Children will explore a sense of beat through body percussion (clapping, tapping).</p> <p>Children will explore rhythm patterns using body percussion (clapping, tapping).</p>
play - percussion	<p>Children will play contrasts of high and low pitches on a range of percussion.</p> <p>Children will play a steady beat on a range of percussion.</p> <p>Children will follow instructions on how and when to play their percussion - fast/slow loud/quiet.</p> <p>Children will play rhythm patterns on a range of percussion.</p> <p>Children will create a mixture of different sounds.</p> <p>Children will explore ways to play percussion – tap/scrape.</p>
composition	<p>Children will follow symbols to create musical patterns – counting and reading scores.</p> <p>Children will create own symbols to create a musical pattern using voices, percussion and body percussion.</p>
performance	Children will develop the idea of a performance through using voices, movement and percussion.
listen	Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.

Music through the ages and composer for listening and discussion to launch topics		
Theme/topic	Musical piece	Composer
Homes	City Scapes 2009	Composer: Jan de Haan For <i>Cityscapes</i> , the composer used the metropolis of New York, the largest city of the United States, as a source of inspiration. The first movement mirrors the skyline of the 'Big Apple'. In movement two, Central Park is introduced and in the closing movement of this triptych, the ever-sparkling Manhattan, known for its many skyscrapers, and its financial centre Wall Street, is the focal point. Not only are the busy city traffic and the chaotic hustle and bustle expressed in the music, but also the impressive buildings, including the famous Empire State Building. Let the magic of New York shine with this dramatic new item for brass band.
Celebrations	Music for the Royal Fireworks 1749	Composer: George Frideric Handel In 1749, King George II requested that Handel compose a suite to accompany a grand firework display in London's Green Park. The work was so highly anticipated that over 12,000 people tried to travel to Vauxhall Gardens to watch a full rehearsal, bringing the surrounding streets to a complete standstill for several hours. On the day of the firework display, Handel's music outshined the fireworks themselves – the weather was poor and one of the wooden pavilions built specially for the occasion caught fire.
Toys	The Nutcracker – the dance of the sugar plum fairies and the Clara and the nutcracker 1892	Composer: Pyotr Ilyich Tchaikovsky Russian composer of the romantic period <i>The Nutcracker</i> is an 1892 two-act ballet. Although the original production was not a success, the 20-minute suite that Tchaikovsky extracted from the ballet was. Audiences in St Petersburg were promised 'a fairy-tale ballet' in the winter of 1892 when, all around the city, posters began to appear advertising the much anticipated new project from Tchaikovsky. He had been commissioned to set to music a popular family story called 'The Nutcracker and the Mouse-King', a festive favourite which begins on Christmas Eve in the house of two young children, Clara and Fritz. The family is gathered around the Christmas tree. Soon, they welcome the arrival of Uncle Drosselmeyer, who conveniently happens to be a toymaker with some suitable gifts in tow. Over the course of the next ninety minutes, the story encompasses waltzing snowflakes, a handsome prince and some warring mice, as the toys come to life and give Clara and Fritz a Christmas they will never forget.
Magic gardens	Song from a secret garden 1995	Composer: Secret Garden <i>Songs from a Secret Garden</i> is the first international album by Secret Garden. Released in 1995, it includes the Norwegian winning song of the Eurovision Song Contest 1995, "Nocturne". New-age, neoclassical new-age music
Dinosaurs	Theme from Jurassic Park 1993	Composer: John Williams Jurassic Park: Original Motion Picture Soundtrack is the film score to the 1993 Steven Spielberg film of the same name, composed and conducted by John Williams. John Neufeld orchestrated most of the cues, while Alexander Courage entirely orchestrated three and Conrad Pope partially orchestrated two others
Water Seaside	Fantasia on British sea songs 1905	Composer: Compilation by Sir Henry Wood <i>Fantasia on British Sea Songs</i> or <i>Fantasy on British Sea Songs</i> is a medley of British sea songs arranged by Sir Henry Wood in 1905 to mark the centenary of the Battle of Trafalgar. For many years it has been an indispensable item at the BBC's Last Night of the Proms concert.

Curriculum overview of Key Skills for academic year						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Music Express	Ourselves Theme: Number <ul style="list-style-type: none"> Children will explore and control long and short sounds using their voice. Children will follow instructions on how and when to sing. Children will make high and low sounds using their voice. Children will create a sequence of sounds with their voice. Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre. 	Animals Theme: Weather <ul style="list-style-type: none"> Develop an understanding of pitch. Imitate changes of pitch. Explore and control dynamics (volume), duration and timbre. Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre. 	Machines Theme: Seasons <ul style="list-style-type: none"> Children will follow symbols to create musical patterns – counting and reading scores. Children will create own symbols to create a musical pattern using voices, percussion and body percussion. To create short rhythmical pieces. Create a mixture of different sounds. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Use symbols to represent composition and use them to help with a performance. Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre. 	Our School Theme: Pattern <ul style="list-style-type: none"> Children will play contrasts of high and low pitches on a range of percussion. Children will play a steady beat on a range of percussion. Children will follow instructions on how and when to play their percussion - fast/slow, loud/quiet. Children will play rhythm patterns on a range of percussion. Children will create a mixture of different sounds. Children will explore ways to play percussion – tap/scrape. Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre. 	Story time Theme: Our bodies <ul style="list-style-type: none"> Children will explore a sense of beat through body percussion (clapping, tapping) Children will explore rhythm patterns using body percussion. (clapping, tapping) Children will create own symbols to create a musical pattern using voices, percussion and body percussion. Children will develop the idea of a performance through using voices, movement and percussion. Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre. 	Travel Theme: Water <ul style="list-style-type: none"> Follow instructions on how and when to play an instrument. Create a mixture of different sounds. Choose sounds to create an effect. Explore changes of pitch. Use symbols to represent composition. Children will listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.