Coley Primary School – Knowledge Organiser

SUBJECT FOCUS:	Music	YEAR 2	TERMS 1 - 6

WHAT? – Key Knowledge

By the end of Year 2 we will:

We will understand the difference between beat and rhythm.

We will able to keep a steady beat at different tempi and use our sense of beat in chants and when we play instruments.

Marking beats within a four-beat metre.

We will recognise and play rhythmic patterns.

We will perform rhythmic movements patterns to a steady beat and play rhythmic patterns on a percussion instrument.

We will recognise an ostinato pattern.

We will sing songs in two parts and combine steady beats.

We will rehearse and refine to create a good performance.

We will be able to read pitch line notation and play a pitch line on a tuned percussion instrument.

We will understand how music, dance and drama can be used together to tell stories.

We will explore and combine sounds to create musical effects.

We will be able to identify and respond to changes in pitch moving upwards and downwards.

We will show changes in pitch using body movements and our voices.

We will accompany a song with vocal and instrumental ostinato.

We will sing with expression paying attention to the pitch and shape of the melody.

WHAT? – Key vocabulary

Recall and practise all the vocabulary from Year 1 and learn these new words.

Accompaniment – sounds that support a melody

Arrangement – a new version of an existing piece of music

Conductor – the person leading a group of singers or instrumentalists.

Drone – a sound that plays constantly through a piece of music.

Duet – a song or piece of music written with two parts with equal importance.

Melody – a tune.

Notation – ways of writing music down.

Ostinato - short rhythmic or melodic pattern which is repeated over and over.

Score – a written record of a piece of music.

Solo – a piece of music for one singer or instrument.

Structure – how a piece of music is organised – such as beginning, middle and end.

Possible experiences:

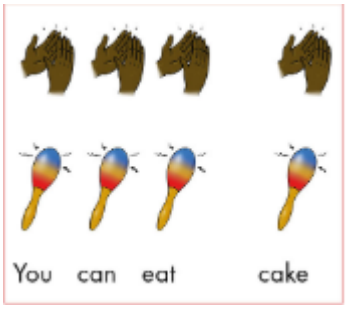
Learn a variety of songs, chants, rhymes and poems.

Experience playing un-tuned and tuned percussion instruments.

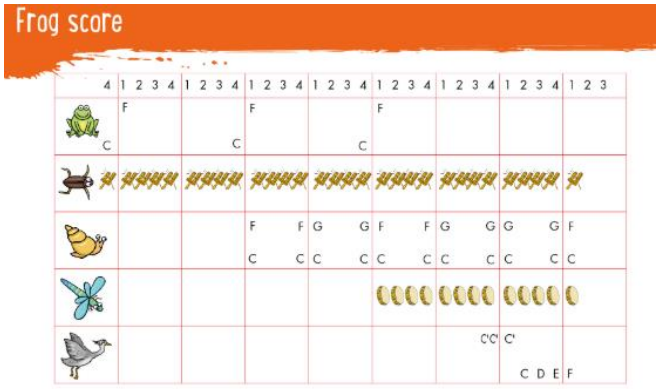
Listen to a variety of examples of music with different beats and rhythmic patterns.

Diagrams

This is what a graphic score can look like to record a rhythmic pattern.



This is what score might look like to help play a tuned percussion instrument.



Examples from Music Express – Collins Connect Materials used as our school scheme of work.

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