

GGA - Music Knowledge Organiser for Year One

Vocabulary

Pitch	Refers to the complete range of sounds in a piece of music from the lowest to the highest
Dynamics Volume	The loudness of the music, usually described in terms of loud/quiet
Tempo	The speed at which music is performed, usually described in terms of fast/slow
Beat / Pulse	Beat and pulse are words used to refer to the regular heartbeat of the music – the 'steady beat'

Why are we learning this?

To be able to identify how tempo and dynamics change in music.
To be able to pick suitable instruments to match the image or idea given.

Why is it important?

To learn to play instruments with control and in time with everyone else.
To understand how the tone or feeling of music can change with different instruments

Skills that I am going to learn.

Rhythms

Using body percussion to create our own rhythms



Clap



Tap



Click



Stomp

Following

A storyboard score and thinking of the sounds to match the pictures



Composing

Working in small groups to create our own music



Listening & Responding

To vocal sounds or looking at pictures and images, then picking instruments



Instruments and how we play them

I can **blow** into the **harmonica**



I can **tap** the **bongos** with my hand



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Sing	Make musical sounds with the voice, especially words with a set tune.
Projection	Voice projection is the strength of speaking or singing when the voice is used loudly and clearly.
Expression	To show our thoughts or feelings through music or song.

Skills that I am going to learn.

Singing

How to warm up our voice and body. Standing correctly to sing.



Projection

Learning how to safely project our voice to be heard



Using expression

To use facial expressions to tell the story when singing



Why are we learning this?

To sing safely and be ready for our Christmas production performances

Why is it important?

To make our performance the best it can be, there will be lots of people watching and we want to entertain them



Instruments and how we play them

I can **shake** the **jingle bells**



I can **hit** the **claves**

