



Knowledge Organiser



Topic:	Big Bear Funk				
Subject:	Music	Term:	Summer 1	Year Group/Class:	Reception

Prior/Background Knowledge:

The children have had lots of experience listening to a variety of different music and discussing how it makes them feel and what they like don't like about the piece. They are very inventive in showing the pulse in a variety of different ways and enjoy performing as a class and in small groups.

They have become more confident in playing an instrument at a specific time and this unit will allow the children to develop this and begin to suggest their own instruments



Key questions from the children:

Key vocab and definitions:

-pulse: the heartbeat or steady beat of a song or piece of music.

-listen

-respond: say how you feel about something (in this case a piece of music)

-rhythm: The combination of long and short sounds to make patterns.

-instruments

-glocks: chime bars

-percussion: a collection of instruments including a tambourine, triangle, tambour, bells, maracas, seed shakers

-performing: singing and playing instruments

-improvisation: the art of playing an instrument (or singing) in which the musician or musicians make up the music as they play along

-composition: The art of creating music or the finished product.

What the children will learn about and background information and key texts they will use:

Listen and appraise Funk music

Embed foundations of interrelated dimensions of music using voices and instruments

Learn to sing Big Bear Funk and revisit nursery rhymes and action songs learnt so far

Play instruments within a song

Learn to improvise using our voice and instruments

Learn about riff based composition

Share and perform learning that has taken place

Assessment:

% at Emerging	
% at Basic	
% at Advancing	
% at Deep	

Evaluation:

Quotes from the children and any next steps for development: