



Knowledge Organiser



Topic:	Our World				
Subject:	Music	Term:	Spring 2	Year Group/Class:	Reception

Prior/Background Knowledge:

Children already have experience of singing nursery rhymes and action songs within the class and are beginning to build up a bank of songs they know from memory. They enjoy using the instruments as part of the continuous curriculum and lots of children are confident in moving to the beat of a piece of music.

During the last unit of work children gained experience of playing an instrument at specific times and we started to look at tuned instruments and using the right note for a specific song.

This unit continues to allow opportunities for children to perform and introduces them to creating their own sounds using their voice and 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:

The children will learn to sing the action songs Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, The wheels on the bus, Row, row, row your boat, the hokey cokey

They will learn to listen and respond to music

Perform as part of a class and a small group

Children will learn to play an untuned or tuned instrument in time to the music.

Demonstrate the pulse of a piece of music through clapping, clicking, tapping or stamping their feet.

Children will be encouraged to improvise using both their voice and instruments to create new sounds for the final composition.

Assessment:

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

Evaluation:

Quotes from the children and any next steps for development: