



Knowledge Organiser



Topic:	Everyone				
Subject:	Music	Term:	Spring 1	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.

During the last unit of work children gained experience of listening and responding to different styles of music.

They have also been used to performing songs in front of others as this is a regular feature of our music lessons.

Children have not yet used instruments in music lessons; only within the continuous provision. This unit of work will teach children how to use instruments to follow the pulse of the music.



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

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

The children will learn to sing the action songs Wind the bobbin, If you're happy and you know it, Rock a bye baby, Five little monkeys and Head, shoulders, knees and toes.

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.

Assessment:

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

Evaluation:

Quotes from the children and any next steps for development: