


Autumn 2 Year 1 Music Knowledge Organiser

Sound Patterns - Fairy Tales

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Character	A person, animal or creature within the story		<p>To know that sections of music can be described as loud, quiet or silent</p> <p>To know how to adapt voice to depict different characters</p>
Voice	Used to speak		
Sound pattern	A pattern of noise		
		Writing/Provision/ Enrichment opportunities	
		<p>Pupils will be exploring fairy tales as part of their English topic - Nibbles the Book Monster</p>	
		<p>Focus on using different voices, tones and volumes when reading fairy tales in class</p>	
		<p>Pupils will be taking part in their Nativity this term - pupils can apply the skills in which they have learnt</p>	

Presentation	Assessment		
	To explore and change dynamics using the voice.	Experimenting with sounds that can be made on one instrument; making changes to the dynamics (volume) of their voice to represent a character.	Explaining why they have chosen certain voices to represent each character.
	To experiment with creating different sounds using a single instrument.	Responding to hand signals when playing an instrument; choosing a suitable sound to represent a point in the story.	Suggesting more than one possible sound that could represent each part of the story; explaining why they chose a particular sound to represent that part of the story.
	To read simple rhythmic patterns comprising of one beat sounds and one beat rests.	Reading a simple rhythmic pattern comprising one beat and one rest; clapping or playing a rhythmic pattern along with spoken words; playing a rhythm on an instrument.	Playing more complex rhythms while keeping their spoken phrases in their heads; accurately keeping the beat while playing a rhythm; identifying a silent beat with their body (where the rhythm has finished).
	To play sound patterns in time with the pulse using a visual stimulus.	Playing given sound patterns in time with the pulse.	Clapping and playing a variety of different rhythms while keeping the pulse.
	To show awareness of different roles when performing in a group performance.	Following instructions during a performance; joining in with repeated phrases using a character voice; using an instrument to play a rhythm; keeping the pulse with their body.	Showing greater independence and confidence in all elements of the final composition; experimenting with longer phrases to create a rhythm.