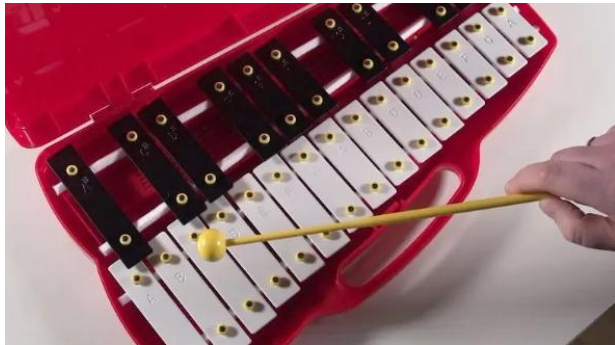


Autumn 2 Year 2 Music Knowledge Organiser

Pitch - Musical Me

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Dot	Increases the length a note is played by half		• Notation is read from left to right. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Sounds within music can be described as high or low sounds and the meaning of these terms.
High	Used to describe sound. Squeaky like a mouse.		
Low	Use to describe sound. Deep like a lion.		
Musical sentence	A pattern of sound which is repeated		
Notation	Symbols which represent sound		
Phrase	A single unit of music which make sense on its own		
Pitch	How high or low a sound is	Writing/Provision/Enrichment opportunities	
Pitch pattern	How sound is heard	Children will be taking part in the Nativity this term. Children to think about the pitch of different songs which they are rehearsing and performing.	
Stave	Five lines and four spaces using to represent pitches	Children to have an opportunity to explore a musical instrument	

Presentation	Assessment		
	To understand and practice reading different symbols to show pitch.	Moving eyes from left to right to read pitch patterns; singing and showing high and low notes; playing a pattern of high and low notes on an instrument.	Identifying subtle pitch differences (a few notes apart); being able to reflect this using their hand by returning to the same place for each of the five notes.
	To sing and draw pitch patterns.	Reading notation from left to right; singing high and low sounds; drawing high and low sounds with dots at the top and bottom on their whiteboard, respectively.	Describing the pitch patterns using the terms getting higher and getting lower; noticing that each phrase has notes that are close together.
	To read and understand the notation for the song 'Once a Man Fell in a Well.'	Singing and reading notation; singing a range of notes to show high to low and the steps in between; recognising when notes stay the same.	Describing when a pattern of notes gets higher or lower.
	To use a tuned percussion instrument to play a song.	Playing a pitch pattern using letter notation in the right order; reading notation from left to right.	Sharing how they would produce high and low sounds on their own instrument; playing the different patterns with the glockenspiel horizontally.
	To complete the notation for a short song using a three-line stave.	Recognising missing notes on a stave; drawing notes on a stave; reading and playing notes from a stave.	Being able to accurately draw all the notes from a given song on a stave.
	To understand and practice reading different symbols to show pitch.	Moving eyes from left to right to read pitch patterns; singing and showing high and low notes; playing a pattern of high and low notes on an instrument.	Identifying subtle pitch differences (a few notes apart); being able to reflect this using their hand by returning to the same place for each of the five notes.