


Autumn 1 Year 2 Music Knowledge Organiser

Instrument - Musical Storytelling

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Dynamics	Differences in loudness and intensity		Sections of music can be described as fast or slow and the meaning of these terms.
Encore	A repeated musical performance at the end of a concert - as called for by the audience		Sections of music can be described as loud, quiet or silent and the meaning of these terms.
Instrumental sound	Music without vocals/voice		
Sound tempo	The speed in which a piece of music is played		
		Writing/Provision/ Enrichment opportunities	
		Children to listen to a variety of music and describe the tempo e.g. techno music/ classical music	
		Children to discuss which songs are their favourite and be able to describe the tempo/volume of that song	
		Children to discuss if they have any experience of concerts/theatre performances	

Presentation	Assessment		
	To explore listening and analysing a piece of music in relation to a story.	Being able to identify sections of the music where the tempo changes and correctly describe these sections as fast or slow; able to point out moments in the music where the dynamics change and accurately describe these moments as soft or loud; giving specific examples of how the music corresponds to actions in the story (e.g. "The music was fast when Goldilocks was running").	Providing comparisons of different music sections, discussing how varying tempos affect the storytelling and mood; relating dynamic changes to the actions and events in the narrative with clear examples.
	To explore how music and sound effects can tell a story.	Providing clear and specific examples of how music supports the story; describing how the music changes in volume.	Discussing how different parts of the music correlate with the story's events; using terms like dynamics and tempo accurately to describe musical changes.
	To select appropriate sounds to match events, characters and feelings in a story.	Justifying tempo and dynamic choices made to represent a character, event or feeling.	Creating a piece of music with some appropriate tempo and dynamic changes to show events and feelings of a character.
	To represent appropriate sounds to represent parts of a story.	Suggesting appropriate musical dynamics and tempo changes for different scenes of the story.	Identifying the characters' emotions and matching them to dynamics, verbally justifying their choices.
	To perform a composition showing changes in tempo and dynamics.	Working as part of a group to rehearse their performance; performing confidently using appropriate instrumental sounds; playing their part at appropriate tempo and dynamics.	Taking an active leadership role in their groups rehearsals and performance; creating additional musical details for their performance.
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