

Morpeth First School Knowledge Organiser

Topic: Music	Year group
In the Groove	Year 1

Background knowledge
<p>Vocal warm-ups are used to engage the vocal chords before singing. Many techniques can be used such as yawning and sighing, humming, vocal slides (progressing from a low note to a high note or vice versa), jaw-loosening exercises (pretend you are yawning with your mouth closed and feel where your jaw drops. Avoid just dropping your chin) as well as other techniques, which can be found online. A djembe drum is a rope-tuned skin-covered goblet drum played with bare hands, originally from West Africa. It can be played with the palm or heel of the hand or the fingertips. A bar of music consists of four beats (1-2-3-4).</p>

What should I already know?
<p>That I can make sounds using my voice and different sounds with instruments. I can identify changes in sounds with instruments. I can change the sounds. I can make a sequence of sounds and repeat short patterns. I can show sounds using pictures.</p>

National Curriculum Objectives / Key Skills	The Journey
<p>Experiment with, create, select and combine sounds.</p> <p>EYFS - Exploring and using media and materials Taps out simple repeated rhythms (30-50) Explores and learns how sounds can be changed (30-50) Explores the different sounds of instruments (40-60) They sing songs and make music and experiment with different ways of changing them (ELG)</p> <p>I can make different sounds with my voice</p> <p>I can make different sounds with instruments</p> <p>I can identify changes in sounds</p> <p>I can change the sound</p> <p>I can repeat short patterns</p> <p>I can make a sequence of sounds</p> <p>I can show sounds using pictures</p>	<ol style="list-style-type: none"> 1. Introduce a vocal warm-up, using different sounds and exploring how the voice works. During the warm up, ask children to identify when the sound has changed. Ask children to volunteer to lead the warm up and change the sounds they are making for others to copy. Introduce the words 'tempo' and 'volume'. 2. Introduce children to the names and sounds of different instruments, including a djembe drum. Give children the opportunity to explore different sounds made by different instruments, especially those which can make different sounds when they are played in different ways (e.g. djembe drum - heel of hand/palm of hand/finger tips).

I can recognise repeated patterns

I can follow instructions about whether to play or sing

3. Recap names of instruments from last week. Play different rhythms on a djembe drum. As children listen, they must identify whether there is a repeated pattern or not. Children to clap along/play along on drums with repeated pattern rhythms. Children work in small groups with one leader who plays a repeated pattern for others in the group to copy.
4. "Four beats of fame" - Establish a steady tempo with a djembe drum, counting a slow 'four'. Children either clap along or play along on a drum. In between each bar where the entire group is playing, take turns around the circle to allow each child to have four beats just on their own. The second time around, they should try to accurately recall what they did the first time around (this should perhaps be tried after a few times of delivering the activity).
5. "Gradual change in dynamics" - Using small percussion instruments and hand gestures to conduct the group. Children to help the teacher (the conductor) to come up with three basic gestures to begin with (soft, loud and stop) with an emphasis on the expression used when conducting the group. Children to follow the conductor (teacher) in small groups while others observe and assess whether the gestures have been followed correctly. Give children the opportunity to conduct the rest of the group. Tempo can be introduced with different hand

	<p>gestures but similar emphasis on expression.</p> <p>6. Repeat previous lesson with each small group having its own conductor. 'Soft', 'loud' and 'stop' to be given pictorial representations (e.g. a cloud for 'soft') and the conductor must record what order they will use the gestures. Pictures to be followed by the conductor for the group's performance.</p>
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Outcomes	
<p><i>An overview of what children will know / can do</i></p> <p>Working towards: I am beginning to follow a vocal warm up and am starting to know the names of some musical instruments. I am starting to recognise a repeated pattern and know what different gestures made by a conductor mean.</p> <p>Expected: I can follow a vocal warm up and identify when a sound has changed. I can name some musical instruments and play them correctly. I can clap along with a steady tempo on a djembe drum and can recognise a repeated pattern. I can follow the gestures of conductor and play an instrument softly or loudly and stop when instructed. I can record sounds on paper using pictures.</p> <p>Exceeding: I can lead a vocal warm up and can change sounds myself or identify when they have changed. I can clap along with a steady tempo on a djembe drum and can also play along on a musical instrument. I can conduct a group using the correct gestures and can also follow the gestures of conductor and play an instrument softly or loudly and stop when instructed. I can record sounds on paper using pictures and follow these pictures to conduct a group.</p>	

Key Vocabulary	Timeline / Diagrams
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Vocal - singing.

Warm-up - A vocal warm-up is a series of exercises meant to prepare the voice for singing, acting, or other use.

Djembe (pronounced jem-bay) drum - a rope-tuned skin-covered goblet drum played with bare hands, originally from West Africa.

Instrument - a device created or adapted to make musical sounds.

Repeated pattern - a sequence of notes which appears more than once.

Conductor - a director of a musical performance.

Performance - the act of presenting music.

Soft - quiet.

Loud - much noise.

Volume - loud or quiet/soft.

Fast - high speed.

Slow - low speed.

Tempo - fast or slow.



Key people / places

"The fact that children can make beautiful music is less significant than the fact that music can make beautiful children" - Cheryl Lavender

Assessment questions / outcomes

How can we use our voices in different ways?

Can you lead a warm-up this week?

What are the names of these instruments?

How do you play this instrument?

What are the different ways in which you can play a djembe drum?

What does volume mean?

What does tempo mean?

Can you clap a repeated pattern?

What does a conductor do?

What is the sign for soft/loud/stop?