



Music Knowledge Organiser

Autumn Term - Toys

Year 1

Key Knowledge and Skills:

Pulse The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Tempo The speed of the music (fast or slow).



Rhythm A pattern of long and short sounds.



This is a longer sound, as there is one full beat.

This is a shorter sound, as there are two half beats.

In the bar, there are four beats. Here, you can count that there are two half beats + one beat + two half beats + one beat.

Clapping rhythms (syllables)
-Copy and clap back rhythms
-Clap the rhythm of your name.

Tongue Twister

Vocal Warm-Ups

Clearly articulate this tongue twister:
She sells sea shells on the seashore.



Tongue Twister

Vocal Warm-Ups

Clearly articulate this tongue twister:
Peter Piper picked a peck of pickled peppers.



Key Vocabulary:

Vocabulary:	Definition:
Pulse	The heartbeat of the music.
Rhythm	Long and short sounds/patterns.
Pitch	High and low notes.
Tempo	The speed of the music.
Dynamics	How loud or quiet the music is.

Songs we will appraise:

- We Love Our Toys - **rhyme**
- Radetzky March, Mozart - **classical**
- The Beautiful Blue Danube, Andre Rieu - **classical**
- I've got no Strings, Pinocchio - **musical**
- Toy Symphony III, Mozart - **classical**
- You've Got A Friend in Me, Randy Newman - **pop/jazz**
- Toy Song, Chitty Chitty Bang Bang - **musical**
- Dance of the Sugar Plum Fairy, Tchaikovsky - **classical**
- Dreidel Dreidel - **rhyme**



When listening to music, think: How does it make you feel? Why does it make you feel like that? Does the song change tempo (get faster or slower)?