

St Luke's Knowledge Organiser

Year 1 - Summer-Pets

What I should already know

I can experiment with, create, select and combine sounds using body percussion and understand how different sounds can be made and changed to get quieter and louder.

I can use high and low pitches. I can listen with increasing concentration.

I can explore and select appropriate instruments for different kinds of weather.

I can play with control.

I can order and select different sounds and ideas to create a structured musical composition.

To move rhythmically to music.



Sticky Knowledge and skills

- ◆ I am starting to understand pitch using movement, my voice and instruments.
- ◆ I can identify high and low pitches.
- ◆ I can create my own phrases using instruments.
- ◆ I can perform my melody in a group to the class.
- ◆ I can identify phrasing in a song.
- ◆ I am starting to keep a steady pulse.
- ◆ I can tap out a pattern to make a rhythm.
- ◆ I know the difference between a pulse and rhythm.
- ◆ I can listen carefully and identify rhythms and patterns.

Songs and composers

- ◆ Come to the Pet Shop
- ◆ Rosie
- ◆ I have a dog

Vocabulary

Pattern	Repeated beats, rhythm, sounds or words
Pitch	The highness or lowness of a sound
Melody	A sequence of notes or rhythms played or sung together
Rhythm	Combinations of long and short sounds
Pulse	The steady beat of the music This is what we might clap our hands to or tap our feet to.
Rhyme	When the ends of words sound the same For example, 'dog' and 'frog' In music rhyming words often go at the end of the line in a song.
Phrase	Part of a piece of music