

St Luke's Knowledge Organiser

Year 2 - Autumn—Toys



What I should already know

- I can use instruments to create a sound story.
- I can notate my work using graphic notation.
- I can learn and sing songs and rhymes.
- I can use my voice in different ways.
- I can listen to and move to music.
- I can keep a steady beat, choose instruments and sounds and explore pitch and loudness.

Sticky Knowledge and skills

- I can explore a range of sounds using instruments.
- I can follow instructions about when to play and sing.
- I can choose sounds in response to stimuli of events in a story.
- I can create a sequence sounds for a class sound story.
- I am developing my understanding and use of graphic notation.
- I can listen to and talk about our work.
- I can make suggestions about good points and how to improve work.
- I can use my voice confidently in a variety of ways.
- I can sing with expression and join in class singing.
- I can sing a short song on my own.
- I can move to music.
- I can recognise and identify changes in pitch.
- 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 have an awareness of pitch using high and low pitches.

Songs and composers

The Nutcracker Suite

Who's that in the middle of the circle?

Jack in the Box

Shake your Sillies Out

Teddy Bear Rock 'n' Roll

Vocabulary

Tempo	The speed of a piece of music
Pitch	The highness or lowness of a sound
Rhythm	Combinations of long and short sounds which express movement.
Repeat	A section of a piece of music played again Part of a song sung again
Beat	A unit of time within music
Phrase	Part of a piece of music
Vocal	Singing
Percussion	Musical instruments played by striking with your hand or with a stick or beater, or by shaking, e.g. drums, cymbals, xylophones, gongs, bells, and rattles.
Body Percussion	Using our bodies to make sound, for example: clapping our hands, clicking our fingers or stamping our feet.