



St Andrew's C of E Maghull

Music Knowledge Organiser

Year 2 – Summer 1 – Swing Along With Shostakovich & Charlie Chaplin

Knowledge:

Create action patterns in 2- and 3-time.

Listen actively and mark the beat by tapping, clapping, and swinging to the music.

Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping).

Understand and explain how beats can be grouped into patterns, and identify them in familiar songs.

Move freely and creatively to music using a prop.

Understand and use notes of different duration.

Understand and use notes of different pitch.

Understand and use dynamics.

Compose a soundtrack to a clip of a silent film.

Vocabulary

Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart.

Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). The first beat of each pattern is often accented and is known as the 'strong beat'. For example, a 3-time waltz will have a swinging '1,2,3, 1,2,3' feel, while a march in 4-time will have you counting '1,2,3,4, 1,2,3,4' as you walk along.

Rhythm: is made up of patterns of different length notes. In this unit, the children will step several rhythmic patterns in their feet. These movements include 'walk' (crotchet), 'jogging' (two quavers) and 'skip-ty' (dotted quaver, semiquaver).

Duration: the length of a note, described as short and long.

Pitch: notes are described as being 'high' or 'low' pitched.

Dynamics: the volume of a piece, piano (p, soft), forte (f, loud).

Other: compose, soundtrack, Silent film.

Swing Along With Shostakovich

Lesson Sequence:

Lesson 1: Get moving and swing to the beat!

Lesson 2: Feel the beat using body percussion.

Lesson 3: Be creative on the beat.

Charlie Chaplin

Lesson Sequence:

Lesson 1: Duration – short and long.

Lesson 2: Pitch – high and low.

Lesson 3: Dynamics – loud and soft.