



Year 2 – Music Skills

Knowledge Organiser – Hands, Feet, Heart

Key Skills and Knowledge

Prior Learning:

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responses with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, Bossa Nova Latin- pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Folk and Funk, Latin and mixed styles, Western classical music, listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

In this unit children will:

- To explain how songs tell a story or describe an idea.
- To listen to rhythms and clap them back.
- To learn the melody for songs and perform with increase accuracy.
- To explain the meaning of the words, pitch, dynamics and tempo.
- To use movement to enhance the musicality of a song.
- To sing using a comfortable singing position.
- To play an instrument and sing in time with a steady pulse.
- To compose simple melodies using up to three notes

South African Music

South Africa has a vibrant music scene, populated by different genres. Freedom Songs were songs that were often sung during Nelson Mandela's imprisonment and often during social gatherings. The words are about freeing Nelson Mandela and how unfair it was that he was in prison for trying to free the people of South Africa.



Key Skills

- Listening - Finding the pulse
- Clapping Rhythms
- Singing and rapping
- Composing
- Improvising
- Performing and sharing

Key Questions

- What are the style indicators of African music?
What instruments are used in African music?
Why do people sing/play African songs?

Musicians/Composers

Hands, Feet, Heart – Joanna Mangona



Vocabulary

Pulse	The steady beat (like a ticking clock) in a song.
Rhythm	The pattern of long and short sounds in a song.
Pitch	The degree of highness or lowness of the notes
Improvise	A creative activity which you do immediately when you are 'in the moment'.
Compose	When you create a song by writing the words and music yourself.
Perform	When you present to an audience
Audience	The people watching or listening at an event
Question	To get further information
Melody	A sequence of notes; a tune
Dynamics	The levels of volume of sound in different parts of a musical performance
Tempo	The speed at which a passage of music is or should be played

Key Instruments



Penny Whistle



Djembe



Sanza



African Harp



Spirit Drum