



Music Knowledge Organiser  
Rhythm and Pulse  
**Duration** and **Tempo**  
Year 1



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Trust

| = Ta (1 beat)

□ = Te Te (1 x 2 ½ beat)

⤿ = Rest/Silence (1 beat)  
Sh

**Rhythm**

**Duration** = the length of each note on each beat.

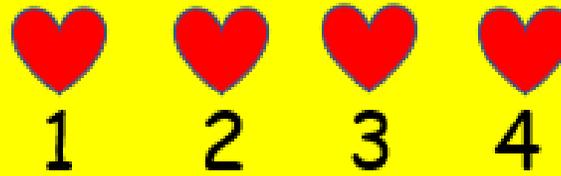
**Tempo** = the speed of the beat.



Fast

Slow

The tempo can change and can be performed faster or slower.



The **pulse/beat** is the heart of the piece of music.  
We count in patterns of 4.

To clap, tap or play a steady beat/pulse and notice a change in tempo.

To play a rhythm alongside a steady beat/pulse of different tempos.

To identify the first beat of every 4 beats.

To follow a leader and copy a rhythm.

To read and respond to rhythmic patterns following stick notation.

To compose and invent their own rhythmic patterns using stick notation.



# Music Knowledge Organiser

## Music Appreciation

### Year 1



## Rock Music

Rock music originated in America in 1940s.  
Typical instruments are: Guitar, bass, vocals, keyboard and piano.

Key characteristics: Strong beat, simple melody that repeats and lyrics linked to young people and their culture.



## Pop Music

Pop music originated in America in 1960s.  
Key characteristics: Good rhythm, catchy lyrics, repeated choruses and a beat that is easy to dance along too.

Typical instruments are: Bass, acoustic and electric guitars, vocals and a drum kit.

Listening:  
Develop pupils understanding of the stories, origins, traditions, history and social context of the music they are listening too.

Listen to Rock/Pop music with concentration and interest  
Identify key features of the genre – dress, main instruments etc



# Music Knowledge Organiser – Pitch



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Year 1

## Sticky knowledge

**Pitch** - high and low notes within a scale.

**Scale** - 8 notes that get higher and lower.

**Melody** - is the tune of a song and is made up of many different musical notes.

**Timbre** - the different types of sound.

**Accompany** - 'play along with a group or an individual.'

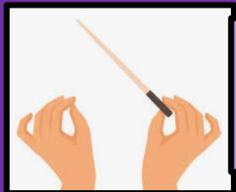
**Improvise** - to make up.

**Lyrics** - are the words of a song/chant.

HIGH



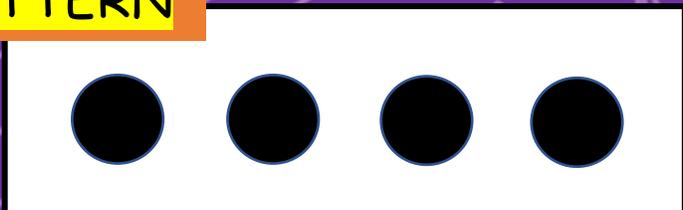
LOW



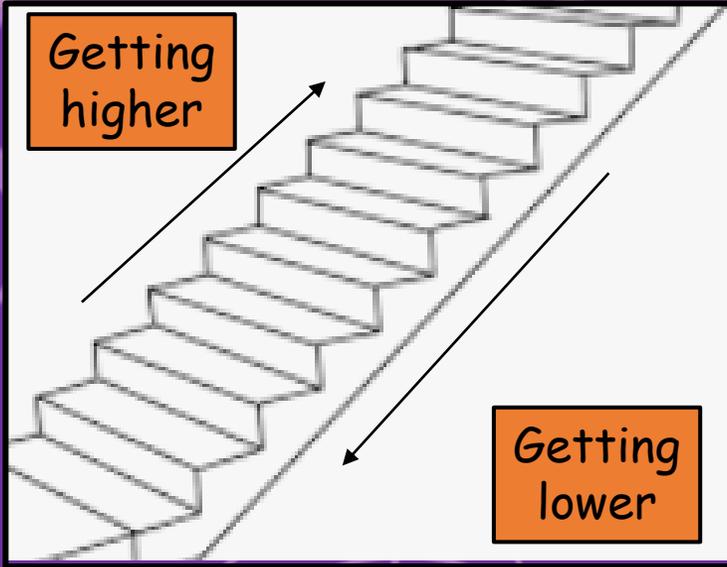
**CONDUCTOR**

A leader for a group to follow

PATTERN



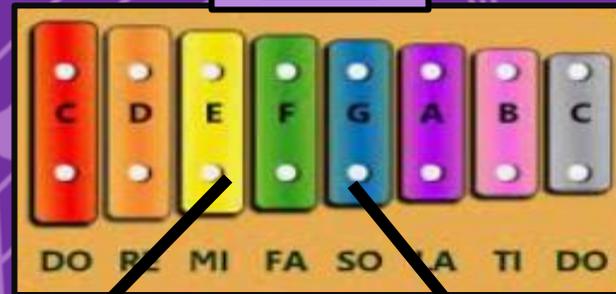
4 dots = 4 taps on the drum



Getting higher

Getting lower

SCALE



Xylophone



Glockenspiel



Piano

Tuned/Pitched instruments



# Music Knowledge Organiser

## Music Appreciation

### Year 1



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Beethoven



Mozart

## Classical Music



Louis Armstrong



Ella Fitzgerald

## Jazz Music

Listening:  
Develop pupils understanding of the stories, origins, traditions, history and social context of the music they are listening too.

Listen to Classical and Jazz music with concentration and interest  
Identify key features of the genre – dress, main instruments etc



# Music Knowledge Organiser

## Instrumental Term 5

### Year 1



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**Rhythm** is a collection of different notes made up of different lengths.

| = Ta (1 beat)

┌ = Te Te (1 x 2 ½ beat)

⏏ = Rest/Silence (1 beat)  
Sh

### Rhythm

**Duration** = the length of each note on each beat.

**Tempo** = the speed of the beat.

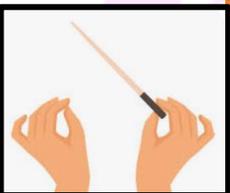


**Fast**  
The tempo can change and can be performed faster or slower.

**Slow**



The **pulse/beat** is the heart of the piece of music.  
We count in patterns of 4.



**CONDUCTOR**  
A leader for a group to follow

tambourine 	maracas 	handbells 	glockenspiel 
triangle 	güiro 	finger cymbals 	rainstick 
castanets 	jingle bells 	claves 	double woodblock 

drum 	cymbals 
cabasa 	seed rattle 
egg shakers 	

Untuned percussion instruments

Xylophone



Glockenspiel



**Timbre** means the different types of sound

**Ensemble** is a group of players playing together

To explore different instrumental sounds and how they can be played.

Hit, scrape, tap, shake, rub, click

To internalise and recall rhythm patterns on instruments.

To respond to different tempos.

To follow a conductor.

To play on a certain beat.

To play instruments as an accompaniment to a song.



# Music Knowledge Organiser

## Music Appreciation

### Year 1



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Folk Music  
Simon and Garfunkel



Country Music  
Dolly Parton

#### Listening:

Develop pupils understanding of the stories, origins, traditions, history and social context of the music they are listening too.

Listen to Folk/World Music and County Music with concentration and interest  
Identify key features of the genre – dress, main instruments etc