



**Internalise**  
Keep it in your head.

Music Knowledge Organiser  
Rhythm and Pulse- **Duration** and **Tempo**  
Year 2



| = Ta (1 beat)

┌ = Te Te (1 x 2 1/2 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.

  
 1 2 3 4

= 4 beat phrase

  
 1 2 3

= 3 beat phrase

  
 1 2

= 2 beat phrase

  
 | | | |

  
 | | | |

An **Ostinato** = a repeated pattern

- To clap, tap or play a steady beat/pulse, notice a change in tempo and change to varying tempo.
- To play a rhythm alongside a steady beat/pulse of different tempos.
- To identify the first beat of 4 beat, 3 beat and 2 beat phrases.
- To follow a leader and copy a rhythm and a repeated pattern.
- To read and respond to rhythmic patterns following stick notation.
- To compose and invent their own rhythmic patterns using stick notation.
- To play an ostinato.



# Music Knowledge Organiser

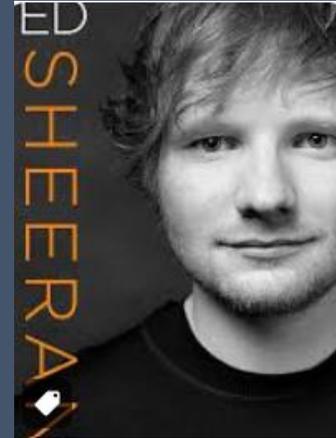
## Music Appreciation

### Year 2



### Rock Music

Rock music originated in America in 1940s.  
Typical instruments are: Electric 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 verse, chorus, easy to sing along too.  
Typical instruments are: Bass, acoustic and electric guitars, vocals and a drum kit.  
In more recent pop music, artists tend to sing and dance and have a band that play instruments.

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

Listen to the Genre of Rock and Pop with concentration and interest.  
Identify and name key instruments and the different sounds that they make and category of instrument e.g Guitar = stringed instrument  
To discuss their feelings, opinions and thoughts linked to the music that they hear.



# Music Knowledge Organiser



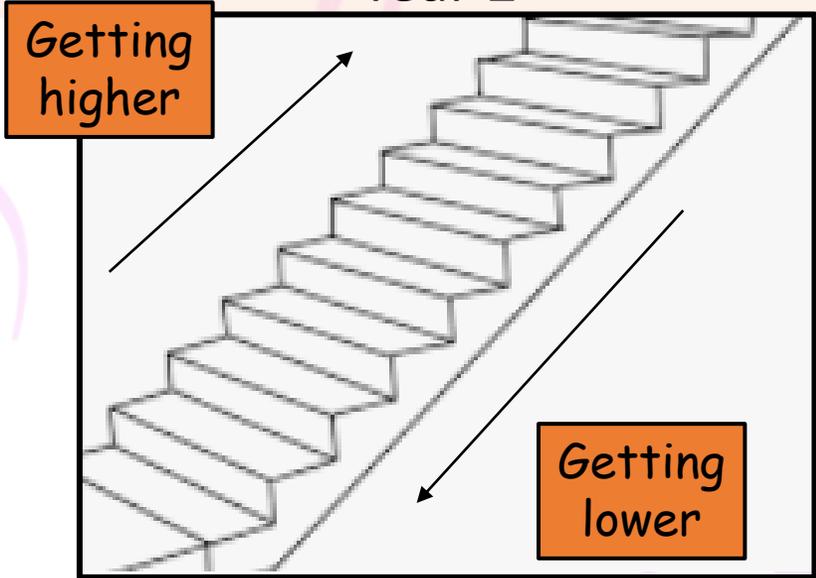
## Pitch Year 2



HIGH



LOW

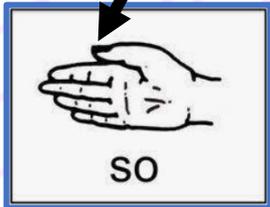
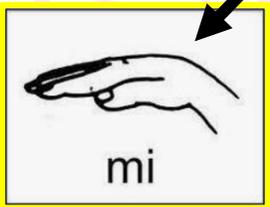


### Sticky knowledge

- PITCH:** Pitch is the melody – the way sounds move from high to low and low to high.
- DYNAMICS:** Loud and soft.
- TEMPO:** Fast and slow.
- TIMBRE:** The type of sound made – whisper, hum, sing, talk (examples with the voice) or tinkly, hard, soft, (examples with instruments)
- TEXTURE:** Layers of sound. Different combinations of sounds.
- IN UNISON:** All children singing the same.
- IN HARMONY:** Different melodies sung at the same time – often in 2 or more parts.
- TUNED INSTRUMENTS:** Instruments that play melodies such as xylophones, glockenspiels and chime bars
- UNTUNED INSTRUMENTS:** instruments that do not play melodies such as claves, wood blocks, tambourines, maracas and drums.
- IMPROVISING:** Making it up as you go along
- INTERNALISING:** Hearing the music in your head (using thinking voices)

**PULSE:** Pulse and beat are the same thing. Pulse is like a regular heart beat running steadily through the music.

**RHYTHM:** Rhythm follows the pattern of the words. If you take a song and clap along to the words, you will notice you are clapping something different to the pulse. This analogy can be taken as a starting point and later applied to music with no words.



### Music symbols - Pitch



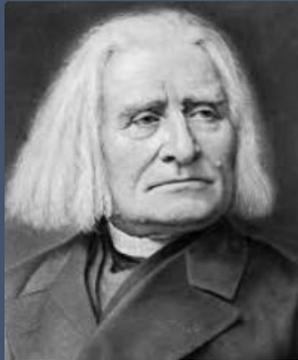
4 dots = 4 taps on the drum on the same note



# Music Knowledge Organiser

## Music Appreciation

### Year 2



Franz Liszt



Pyotr Tchaikovsky

### Classical Music

**Franz Liszt** – Hungarian composer during the Romantic period

**Pyotr Tchaikovsky** – Russian composer, during the Romantic period



Frank Sinatra



Billie Holiday

### Jazz Music

**Frank Sinatra**- American singer and Actor

**Billie Holiday** – American Jazz and swing music singer

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

Listen to the Genre of Classical and Jazz music with concentration and interest.

When was the Romantic Period? What instruments are linked to classical music? Can they name them?

What was Jazz music and where did it originate? Are these two singers still alive? Can you name some songs they sang?

To discuss their feelings, opinions and thoughts linked to the music that they hear.



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



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

# Music Knowledge Organiser

## Instrumental Term 5

### Year 2



The Park Academies Trust

**Xylophone**



To play un-tuned instruments accurately.

To copy and improvise short rhythm patterns.

To play to a steady pulse to accompany their singing.

To follow a conductor and cue cards.

To hold one rhythm pattern while others are playing different patterns.

To compose 4-beat rhythm patterns, practise and perform them on instruments.

**Glockenspiel**



**Timbre** means the different types of sound

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

Untuned percussion instruments



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Fast Slow  
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### **CONDUCTOR**

A leader for a group to follow





Music Knowledge Organiser  
Music Appreciation  
Year 2



The Park  
Academies  
Trust



Folk/ World Music  
The Chieftians



Country Music  
The Carter Family Band

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

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