

Knowledge Organiser – Music - Hands, Feet, Heart — KS1 Autumn 1

Key Vocabulary:

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Melody	Another name for tune.
Compose	Creating and developing musical ideas and 'fixing' them.
Improvise	To make up a tune and play it on the spot.
Verse	denoting the member of a family of instruments that is the lowest in pitch
Pulse	The regular heartbeat of the music; its steady beat.
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	High and low sounds.
Tempo	The speed of the music; fast or slow or in-between.
Dynamics	How loud or quiet the music is.
Chorus	A repeated section in a song which gives the main message



This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart.

The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music

Assessment:

The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Recognise and name two **or more** instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.
- **Recognise all or many of the instruments they can hear.**

