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| school logoschool logo**Lacock Primary School Music EYFS Knowledge Organiser** | | | |
| **Important Vocabulary** | | **‘Zoo time’** As well as learning to sing, play, improvise and compose with this reggae song, the children can listen and appraise different styles of Reggae music. | **Key Skills** |
| *keyboard* | *rhythm* | ● Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.  \* Find the pulse in a piece of music |
| *drums* | *pitch* |
| *bass* | *Improvise* |  |
| *Electric guitar* | *Compose* | **Pitch**  Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument. |
| *pulse* | *Perform* |
| *rock* | *audience* |
| *melody* | *Dynamics* |
| *tempo* | *reggae* |
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|  | | **Key Knowledge/Facts** | |
| ● To know that reggae music has a strong, steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals.  ● We add high and low sounds, pitch, when we sing and play our instruments.  ● Songs include other ways of using the voice e.g. rapping (spoken word).  ● To know why we need to warm up our voices.  ● Learn the names of the notes in their instrumental part from memory or when written down.  ● Know the names of untuned percussion instruments played in class. | |
| What I should already know:  further music lessons as the same terminology is built upon  That pulse is a steady beat. | | | |