

The Flourish Federation—Knowledge Organiser

Brookfield Infant and Junior Schools



Subject : Focus	Music	Year : 2	Beat/Pulse
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What? (Key Knowledge)	What? (Key Vocabulary)														
Naturally feel the beat (pulse) Identify fast/slow beat To accompany a song or chant and keep a steady beat with accuracy and confidence - through tapping, clapping, marching, playing To learn to self correct when going out of time Learn that a piece of music can have many tempos	<table border="1"> <thead> <tr> <th>Spelling</th><th>Definition</th></tr> </thead> <tbody> <tr> <td>Beat/Pulse</td><td>underlying heart beat of a piece</td></tr> <tr> <td>Tempo</td><td>speed</td></tr> <tr> <td>Chant</td><td>spoken piece</td></tr> <tr> <td>Fast/quickly</td><td></td></tr> <tr> <td>Slow</td><td>reduced pace</td></tr> <tr> <td>Steady</td><td>the repetitive pulse that occurs in songs, chants and rhymes</td></tr> </tbody> </table>	Spelling	Definition	Beat/Pulse	underlying heart beat of a piece	Tempo	speed	Chant	spoken piece	Fast/quickly		Slow	reduced pace	Steady	the repetitive pulse that occurs in songs, chants and rhymes
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ICT Opportunities	Possible Writing Links														
CD/Iplayer shared music examples Autumn: 'Mars' Holst 'The Planets' Christmas: Christmas around the World -various composers January/February: Eine Klein Nacht-musik Mozart Spring: 'Spring' Vivaldi 'The Four Seasons' Songs from musicals Summer: Disney vs Classical Video pupils for dojo/website/feedback	Experiences/Wow Moments														



When? (Timeline of Key Events)

Who? (Key People)

Cross-Curricular Links



Visuals

