

# Knowledge Organiser - Music - Play Percussion - Time - Summer 1 and 2 2025 (Key Stage 1)

## What I already know

- I know how to listen attentively and respond to what I hear with relevant questions, comments, and actions.
- I know how to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- I know how to negotiate space and obstacles safely, with consideration for myself and others.
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
- I have developed pitch matching skills
- I can demonstrate keeping a beat as I sing and clap a rhythm
- I am happy to sing independently or with a partner

## Sticky Knowledge

- To know how to hold beaters and instruments correctly, achieving a good tone from the instruments.
- To know how to play the triangle, tambourine, and clave rhythms over a steady beat.
- To know how to sing and play a C major scale.
- To know how to participate in an ensemble performance.



## Core Learning

To begin to understand the structures and rhythms of 'Time'

To know how to make different note lengths on untuned percussion

To begin to learn to play 'Time'

To perform 'Time' and record the performance

To know about sticks and playing techniques on tuned percussion

To begin to learn a melody

To learn more parts of 'Time'

To recall parts of 'Time' learned

To learn recall parts learnt and learn a final part to 'Time'

To recap and begin to practise 'Time'

To continue to practise 'Time'

To know how to create a class arrangement and perform

# Vocabulary

Class: .....

Play a repeating rhythm (ostinato) on an untuned percussion instrument.

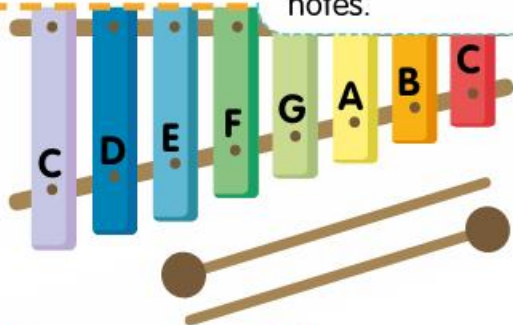


scrape



Untuned percussion = a percussion instrument without notes.

Tuned percussion = a percussion instrument with notes.



1 2 3 4 1 2 3 4

A L A R M



**Palindrome** = Something that reads the same forwards and backwards. In the piece TIME, the music is the same forwards and backwards. The alarm is the middle of the piece.

mum radar pop  
mam mam wow  
nan dad level

What does the clock in the hall say?

'Tick - tock - , Tick - tock - '

What does the clock on the wall say?

'Tick tock, tick tock, Tick tock, tick tock'

What do little watches all say?

'Tick-a tick-a tick-a tick-a, Tick-a tick-a tock'

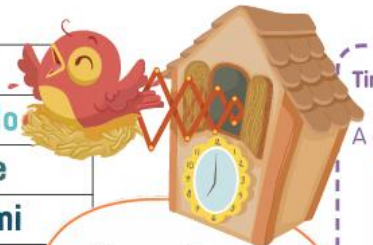
And the grandfather clock goes:

'Boi-----ng, Boi-----ng'.

## Musical Focus

Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.

Play	Sing
C-C-C	do-do-do
D-D-D	re-re-re
E-E-E	mi-mi-mi
F-F-F	fa-fa-fa
G-G-G	so-so-so
A-A-A	la-la-la
B-B-B	ti-ti-ti
C-C-C	do'-do'-do'



Sing and play a C major scale.

Scale = a sequence of notes that move in step, up and down.

Timbre is the sound an instrument makes.

A glockenspiel has a bright metal sound.



Castanets make a hard wooden sound.



Tap the castanet rhythm:

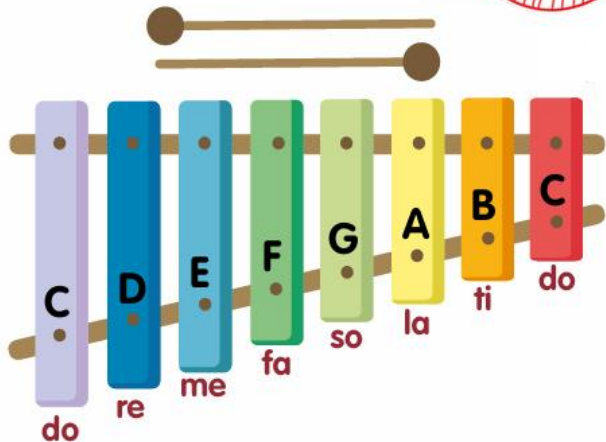
'Rat-a-tat-tat! Whose clock is that?'

Make up body percussion to the rhyme. Make sure you have one sound for each syllable.

**Rhythm** = when you combine different length notes you create a rhythm.

**Syllable** = a beat of sound in a word. A word might have one syllable or lots. 'My' has one syllable and 'teach-er' has two.

How many syllables are there in your name? \_\_\_\_\_



How confident am I ...

Comments:

Taking part in an ensemble performance of *TIME*?



Holding beaters and instruments correctly, achieving good tone from instruments?



**Pieces of music**  
*TIME* by Lily May  
*The clock song* by Steve Grocott  
*Scales and arpeggios* by Richard Sherman; Robert B. Sherman