

Percussion

Knowledge Organisers

Percussion: EYFS

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils know what a percussion instrument is.
2. Pupils know that dynamics means how loud or quiet something is.
3. Pupils can play along following a steady pulse.
4. Pupils understand how tempo affects how fast or slow a piece of music is.
5. Pupils can imitate a sound.
6. Pupils can conduct the class using hand signals to change tempo and dynamics.
7. Pupils are able to follow dynamic markings as they play.

Course Overview

Course Overview: During this course the pupils will explore different types of percussion. They will learn basic rhythms starting with hands and body percussion and use these techniques to create a soundscape. Using various pieces of percussion pupils will then learn how to play together and follow a conductor. They will use these instruments to play along to several different pieces of music and perform them, focusing on dynamics and tempo. Pupils will then have to create and perform a soundscape to a story line, using their percussion instruments to symbolise different moods, feelings and events. By the end of the course pupils will have a comfortable understanding of rhythm and percussion and be able to play and respond to each other within a musical ensemble.

Learning Outcomes: To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor.

Percussion Instruments



Vocabulary Bank

Percussion	<i>Instruments played by striking with a stick or beater.</i>
Rhythm	<i>A strong, regular repeated pattern of sound.</i>
Dynamics	<i>How loud or quiet we play the instrument.</i>
Tempo	<i>How fast or slow we play the instrument.</i>
Loud	<i>With a great deal of volume.</i>
Quiet	<i>Making little or no noise.</i>
Fast	<i>Playing at high speed.</i>
Slow	<i>Playing at reduced speed.</i>
Soundscape	<i>A piece of music considered in terms of its component sounds.</i>

Songs

If You're Happy and You Know It
 Play-along Percussion
 Hot Cross Buns
 The Bear Went Over the Mountain
 Carmen Overture
 Mountain King
 Rhythmic Noughts & Crosses



Percussion: Lite level 1

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can count crotchets and quavers.
2. Pupils can use their voice and instrument to create soundscapes.
3. Pupils can define the words tempo and dynamics.
4. Pupils can define a percussion instrument.
5. Pupils can count and play minims.
6. Pupils can follow the conductor's instructions whilst playing.
7. Pupils can recognise and count a crotchet rest.
8. Pupils can conduct the class themselves using hand signals.
9. Pupils can notate their own one-bar rhythm.
10. Pupils can sight read a short piece of music without practice.

Course Overview

Course Overview: Our percussion course introduces pupils to a variety of percussion instruments. Pupils will be given several different tasks and activities that introduce and develop a range of musical terminology and skills from tempo to dynamics. This course is aimed at improving pupils' confidence and rhythmic ability.

Learning Outcomes: To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor. To learn how to count rhythms in time and independently, including rhythms containing crotchets, quavers and minims.

Percussion Instruments



Songs

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 Play-along Percussion
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 The Bear Went Over the Mountain
 Carmen Overture
 Mountain King
 Rhythmic Noughts & Crosses



Vocabulary Bank

Percussion	<i>Instruments played by striking with a stick or beater.</i>
Beat	<i>The steady pulse of the music.</i>
Rhythm	<i>A strong, regular repeated pattern of sound.</i>
Dynamics	<i>How loud or quiet we play the instrument.</i>
Tempo	<i>How fast or slow we play the instrument.</i>
Conductor	<i>Someone who gives the musician instructions on tempo and dynamics.</i>
Crotchet	<i>1 beat.</i>
Quaver	<i>Half a beat.</i>
Minim	<i>2 beats.</i>
Rest	<i>A musical pause.</i>
Soundscape	<i>A piece of music considered in terms of its component sounds.</i>