

JOLLY MUSIC (BEGINNERS) – KNOWLEDGE ORGANISER AUTUMN TERM

Our Approach:

We teach the children music primarily through singing in EYFS. Singing “has a profound effect upon physical, social, emotional and intellectual well-being and development.” Pg. 4, Rowsell and Vinden *‘The Music Handbook: Beginners’*. Through the teaching of simple songs (usually only two or three notes for this term!) and chants we can train our children’s inner ear and teach the basics of musicianship. We play games with these songs/chants and add actions also.

Please feel free to use the resources on this organiser to support your child’s learning.

See - saw, up and down, In the air and on the ground.
I, I, me, oh my! How I love my ch - erry pie!

Up and down and up and down, This is the way to Lon - don town.

Soft kitten, warm kitten,
Little ball of fur,
Lazy kitten, pretty kitten,
Purr, purr, purr.



Feet, feet, feet, feet,
Hear them marching down the street,
Big feet, little feet,
March and stop



MUSIC KEY TERMS	
♥ Heartbeat	The pulse/beat of the music – the underlying pattern of stresses you would tap your foot to
Pitch	The highness or lowness of a sound. Often talked about as ‘up’ and ‘down’ in EYFS.
Rhyme	A simple sort of poem that is handed down by word of mouth, the last words usually have a similar sound.
Song	A musical piece that has lyrics set to a pulse, rhythm, structure and pitch.
Chant	Spoken phrases that are repetitive and rhythmic.

Teddy bear, teddy bear, touch the ground,

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, climb up stairs,

Teddy bear, teddy bear, say your prayers.

Teddy bear, teddy bear, switch off the light, [click!]

Teddy bear, teddy bear, say goodnight!

Put different ‘voices’ in here. E.g.: loud voice, high voice, robot voice!

Have you brought your _____ voice? Yes I have! Yes I have!