



# EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



<b>YEAR GROUP</b>	Music
<b>SUBJECT</b>	5
<b>KEY VOCABULARY</b>	Pulse, lyrics, musical dimension, texture, dynamics, tempo, hook, riff, groove, rhythm and pitch, verse, chorus, interlude, tag, ending, improvise, composition. Syncopation, tune, note names, note values. Strings, guitar, bass, drums, brass section.
<b>END POINTS KNOWLEDGE</b>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>I know five songs from memory and who sang or wrote them, when they were written and if possible, why.</p> <p>I know the style of the 5 songs and can name others in the same style.</p> <p>Choosing two or three other songs, I can discuss some of the style indicators plus</p> <p>a-It's lyrics</p> <p>b-Any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>c-Identify the main sections of the song- intro/verse/chorus</p> <p>d-Name some of the instruments heard in the song.</p> <p>I know and am able to talk about the music and how it makes me feel?</p> <p>I know how pulse, rhythm pitch and tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>I know how to keep an internal pulse.</p> <p>I know that musical leadership involves creating musical ideas for a group or persons to copy and respond to.</p> <p>-singing in unison, solo, lead vocal, backing vocals or rapping.</p> <p>- know what the song is about and the meaning of the lyrics. I can talk about the main features of the song, whether they are in unison or solo, lead and backing or rapping.</p> <p>- know and explain the importance of warming up your voice.</p> <p>I know and can talk about:</p> <p>-different ways in which music is written down- e.g. staff notation, symbols.</p> <p>- I know the notes C,D,E,F,G,A,B,C on the treble stave.</p> <p>-the instruments that they might play in a band or orchestra or by their friends. (ukulele, glockenspiel)</p> <p>I know improvisation is about making up tunes on the spot.</p>



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	<p>I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p> <p>To know that improvising using 1 or 2 notes confidently is better than using 5.</p> <p>I know that composition is something that is created by you and kept in some way. It's like a story and can be played again to your friends.</p> <p>To know when to perform, how to perform, why we perform.</p>
<b>IT HELPS IF I ALREADY KNOW</b>	<p>To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"><li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li><li>• The lyrics: what the song is about.</li><li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>• Identify the main sections of the song (introduction, verse, chorus etc).</li><li>• Name some of the instruments they heard in the song.</li></ul> <p>To confidently identify and move to the pulse.</p> <p>To know how to talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>• How pulse, rhythm and pitch work together</li><li>• Pulse: Finding the pulse – the heartbeat of the music</li><li>• Rhythm: the long and short patterns over the pulse</li></ul>



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- Know the difference between pulse and rhythm

- Pitch: High and low sounds that create melodies

- How to keep the internal pulse

- Musical Leadership: creating musical ideas for the group to copy or respond to

To know and be able to talk about: Singing in a group can be called a choir

- Leader or conductor: A person who the choir or group follow

- Songs can make you feel different things e.g. happy, energetic or sad

- Singing as part of an ensemble or large group is fun, but that you must listen to each other

- Texture: How a solo singer makes a thinner texture than a large group

- To know why you must warm up your voice

To sing in unison and in simple two-parts.

To know how to demonstrate a good singing posture.

- To enjoy exploring singing solo.

- To sing with awareness of being 'in tune'. ● To rejoin the song if lost.

- To listen to the group when singing.

To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone).

- Other instruments they might play or be played in a band or orchestra or by their friends.

To treat instruments carefully and with respect.

- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.



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|  | <ul style="list-style-type: none"><li>• To rehearse and perform their part within the context of the Unit song.</li><li>• To listen to and follow musical instructions from a leader.</li><li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li></ul> |
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