



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	6
SUBJECT	Music
KEY VOCABULARY	<p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p> <p>Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.</p> <p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p> <p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p> <p>Vocabulary; Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>
END POINTS KNOWLEDGE	<p>I know 5 songs from memory, who sang them, when they were written and why?</p> <p>I know the style of the songs and to name other songs from the Units in those styles.</p> <p>Choosing 3 or 4 other songs, I can talk about:</p> <ul style="list-style-type: none">-The style indicators of the songs.-The lyrics: what the songs are about.-any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)-identify the structure of the songs. <p>Name some of the instruments used in the songs.</p> <p>The historical context of the songs. What else was going on at the time, musically and historically?</p> <p>Know and talk about the fact that we all have a musical identity.</p> <p>I know and am able to talk about:</p> <p>I know how pulse, rhythm pitch and tempo, dynamics, texture and structure work together and how they connect in a song.</p>



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



I know how to keep an internal pulse.

I know that musical leadership involves creating musical ideas for a group or persons to copy and respond to.

I know and can confidently sing 5 songs and their parts from memory, and sing them with a strong internal pulse.

I can choose a song and talk about

- main features.

-singing in unison, solo, lead vocal, backing vocals or rapping.

-to know what the song is about and the meaning of the lyrics.

-to know and explain the importance of warming up your voice.

I know and can talk about:

-different ways in which music is written down- e.g. staff notation, symbols.

- I know the notes C,D,E,F,G,A,B,C on the treble stave.

-the instruments that they might play in a band or orchestra or by their friends.

I know improvisation is about making up tunes on the spot.

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!

To know that improvising using 1 or 2 notes confidently is better than using 5.

To know that if you improvise using the notes you are given, you cannot make a mistake.

To know that you can use some of the riffs you have heard in the challenges in your improvisations.

To know three well-known improvising musicians.

To know and be able to talk about:

A 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.

A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.

Notation: recognise the connection between sound and symbol.

To know and be able to talk about:

How performing is sharing music with an audience with belief.

A performance can be in front of just one person.

You need to know and have planned everything that will be performed.

You must sing/rap words clearly and play with confidence.



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

A performance can be a special occasion.
A performance may be differently planned for each occasion.
A performance involved communicating feelings, thoughts and ideas the song/music.

IT HELPS IF I ALREADY KNOW

To know five songs from memory and who sang them or wrote them.
I know five songs from memory and who sang or wrote them, when they were written and if possible, why.
I know the style of the 5 songs and can name others in the same style.
Choosing two or three other songs, I can discuss some of the style indicators plus
a-It's lyrics
b-Any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch)
c-Identify the main sections of the song- intro/verse/chorus
d-Name some of the instruments heard in the song.
I know and am able to talk about the music and how it makes me feel?
I know how pulse, rhythm pitch and tempo, dynamics, texture and structure work together and how they connect in a song.
I know how to keep an internal pulse.
I know that musical leadership involves creating musical ideas for a group or persons to copy and respond to.
-singing in unison, solo, lead vocal, backing vocals or rapping.
- 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.
- know and explain the importance of warming up your voice.
I know and can talk about:
-different ways in which music is written down- e.g. staff notation, symbols.
- I know the notes C,D,E,F,G,A,B,C on the treble stave.
-the instruments that they might play in a band or orchestra or by their friends. (ukulele, glockenspiel)
I know improvisation is about making up tunes on the spot.
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!
To know that improvising using 1 or 2 notes confidently is better than using 5.



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



	<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>
--	---