

Hanslope Primary School

Music Knowledge Organiser

Year 1/2 – Keeping the pulse (Theme: My favourite things)

How does this link to my previous learning?

- They have been able to sing the melodic shape of familiar songs.
- Responding to what they have heard.
- They have been able to play instruments with increasing control to express their feelings and ideas.

What key vocabulary will I learn:

- Speaking voice: Using the voice to speak with a beat.
- Singing voice: Using the voice to sing different sounds that can be high or low.
- Pulse: The heartbeat of the music; sometimes called the 'beat'.
- Sound pattern: When long and short sounds repeat in a certain way.

National Curriculum Links:

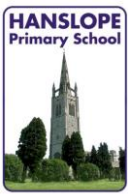
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

How does this link to my future learning?

- This links to future learning in Autumn 2: Tempo (Theme: Snail and Mouse).

What will I know by the end of this unit:

- Clap the rhythm of their name in time to the pulse.
- Sway or tap in time to the pulse.
- Sing a rhythm in time with the pulse.
- Copy rhythms based on word patterns using an instrument.
- Keep the pulse while playing a rhythm on an instrument.
- Follow instructions during a performance.



Hanslope Primary School

Music Knowledge Organiser

Year 3: Pentatonic melodies and composition (Theme: Chinese New Year)

How does this link to my previous learning?

This links to previous learning in year 2: Pitch (Theme: Musical Me)

National Curriculum Links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician.
- Develop an understanding of the history of music.

What key vocabulary will I learn?

- Tempo: The speed of music (fast and slow).
- Crescendo: When the music gets gradually louder.
- Dynamics: The volume of the music (loud or quiet).
- Timbre: The quality of the sound e.g. smooth, scratchy, twinkly.
- Duration: The length of time each note is played for (long or short).

Notation
The way that music is written so that others can play it.

Graphic score

Staff and letter notation

C D E F G A B C

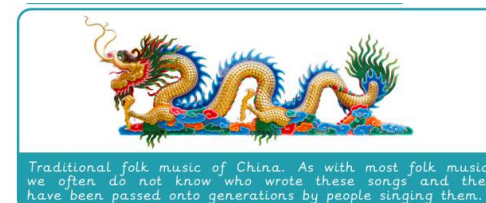
Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

How does this link to my future learning?

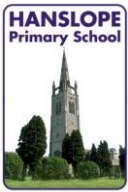
This links to future learning in Autumn 2: Jazz

What will I know by the end of this unit:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.



Traditional folk music of China. As with most folk music, we often do not know who wrote these songs and they have been passed onto generations by people singing them.



Hanslope Primary School

Music Knowledge Organiser

Year 4: Body and Tuned Percussion (Theme: Rainforests)

How does this link to my previous learning?

This links to previous learning in year 3: Developing singing technique (Theme: The Vikings).

What key vocabulary will I learn?

- Body percussion: A style of music where you can use your body to make sounds. You can make many different sounds by clapping, hitting, stamping and tapping.
- Appraising: Assessing and discussing a performance or piece of music.
- Melody: Notes of different pitches played in a sequence to create a tune.
- Rhythm: A pattern of long and short sounds (and silences) within a piece of music.
- Texture: How many layers of sound the music has (thick or thin).
- Layers: The different instruments, rhythms, or melodies that build the overall texture.
- Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.
- Duration: The length of time each note is played for (long or short).
- Structure: How the music is organised into different sections.
- Tempo: The speed of the music (fast or slow).
- Pitch: How high or low the sound is.

National Curriculum links:

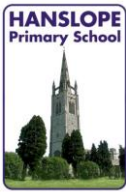
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician.
- Develop an understanding of the history of music.

How does this link to my future learning?

This links to future learning in Autumn 2: Haiku, music and performance (Theme: Hanami Festival).

What will I know by the end of this unit:

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.



Hanslope Primary School

Music Knowledge Organiser

Year 5: South and West Africa

How does this link to my previous learning?

This links to previous learning in year 4: Adapting and transposing motifs (Theme: Romans).

National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician.
- Develop an understanding of the history of music.

What key vocabulary will I learn?

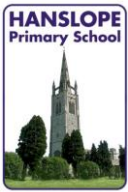
- Chord: Two or more notes that are played at the same time and work in harmony.
- Chord progression: A group of chords played in a particular order.
- Major chords: A chord made up of three notes.
- Break: When some instruments stop playing and others change the rhythm.
- Call and response: A musical technique that is similar to a conversation.
- A capella: Singing without any musical accompaniment.
- Soloist: A musician or singer who performs on their own, known as performing a solo.
- Duo: Two musicians or singers who perform together, known as performing a duet.
- Ostinato: A repeated pattern or phrase.
- Polyrythms: Many rhythms played at once.
- Syncopation: Playing on the off-beat.
- Rest: The silences in music.
- Metronome: A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.

How does this link to my future learning?

This links to future learning in Autumn 2: Blues

What will I know by the end of this unit:

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight-beat break and play this in the correct place.



Hanslope Primary School

Music Knowledge Organiser

Year 6: Songs of World War Two

How does this link to my previous learning?

This links to previous learning in year 5: Musical Theatre.

National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician.
- Develop an understanding of the history of music.

What key vocabulary will I learn?

- Expression: Playing or singing with a personal response to the music.
- Dynamics: The volume of the notes.
- Diaphragm: A dome shaped muscle, which we use to control our breath when singing.
- Melody: The combination of pitch and rhythm which forms a tune.
- Melody line: The notes that make a melody.
- Counter melody: A melody that can be sung to compliment the existing melody.
- Pitch: How high or low a note sounds.
- Score: A written form of a musical composition.

Graphic score

A way of writing down music on the page without using traditional stave notation, instead using symbols and images to represent the music.

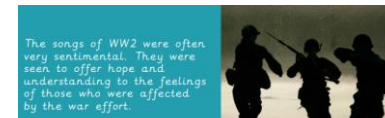


How does this link to my future learning?

This links to future learning in Autumn 2: Film music

What will I know by the end of this unit:

- Use musical and comparative language in discussion.
- Follow the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.



The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.