

Hanslope Primary School

Music Knowledge Organiser

Year 1 – Pitch and Tempo (Theme – Superheroes)

How does this link to my previous learning?

- They have been able to clap in time to music.
- Links to playing instruments in time to the pulse of the music.
- They have been able to clap and play rhythms on instruments.

National Curriculum Links:

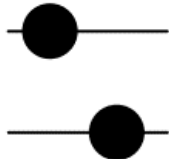
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using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

How does this link to my future learning?

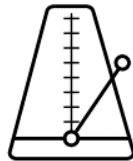
- This links to future learning about timbre and rhythmic patterns.

What key vocabulary will I learn?

- Pitch- How high or low a sound is.



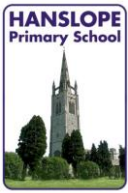
- Tempo- The speed of the music (fast or slow).



- Performance- To entertain other people.
- Pattern- Any regularly repeated sounds.

What will I know by the end of this unit:

- To identify high and low notes.
- To perform high and low notes.
- To create and perform a two-note and three-note pattern. To identify and perform changes in tempo.
- To contribute musical ideas and cooperate within a group.
- To prepare and perform a musical piece.
- To demonstrate a musical understanding of tempo and pitch.
- To participate in discussions about pitch and tempo.
- To offer feedback to groups on their performance.
- To follow instructions during a performance.



Hanslope Primary School

Music Knowledge Organiser

Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)

How does this link to my previous learning?

- This links to previous learning when creating rhythms and composing music with several layers.

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 when exploring orchestral instruments.

What key vocabulary will I learn?

- Dynamics- The volume of a piece of music.

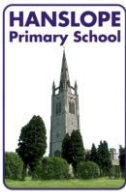


- Composer- A person who writes music.
- Tempo- The speed of the music (how fast or slow).
- Pitch pattern- A small group of notes played in a particular order to create a 'sound idea' throughout a piece of music.



What will I know by the end of this unit:

- To use their voice to create a variety of sounds.
- Use dynamics to create an atmosphere.
- To collaborate with peers to contribute to a group soundscape.
- To correctly identify changes in dynamics.
- Show changes in dynamics using bodies and vocals.
- Compare two pieces of music using musical vocabulary to describe the changes in dynamics.
- Interpret music in a visual form.
- Identify and discuss patterns in different pieces of music.
- Successfully create and play patterns, notating them.
- Create and play a simple pitch pattern accurately.



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Music Knowledge Organiser

Year 3: Jazz

How does this link to my previous learning?

- This links to previous learning when notating and playing pentatonic melodies and performing a piece of music.

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?

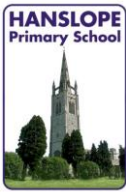
Motif	A short pattern of pitches used repeatedly.
Swung rhythm	A pair of quavers which are not played equally.
Syncopation	Playing or emphasising the off beat.
Tempo	The speed or pace of the music. It can change throughout a piece of music.
Rhythm	A pattern of long and short sounds (and silences) within a piece of music.
Off-beat	The beats in between the ones you would naturally clap on.
Call and response	When the leader sings or plays a part, and everyone sings or plays a response back.

How does this link to my future learning?

- This links to future learning about creating compositions.

What will I know by the end of this unit:

- To explain what ragtime music is.
- Play on the 'off beat' and ding a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.



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Year 4: Haiku, music and performance (Theme: Hanami Festival)

How does this link to my previous learning?

- This links to previous learning to sing in tune to rock and roll music.

What key vocabulary will I learn?

- Duration- The length of time each note is played for (long or short).
- Pitch- How high or low a sound is.
- Dynamics- The volume of the music (loud or quiet).
- Timbre- The quality of sound e.g. smooth, scratchy, twinkly.
- Structure- How the music is organised into different sections.
- Texture- How many layers of sound the music has (thick or thin).
- Tempo- The speed of the music (fast or slow).
- Haiku- A Japanese three-line poem which has a strict syllable structure of 5, 7, 5.
- Pizzicato- Staccato sounds played by plucking the strings.

Staccato

A musical term to describe short sounds.



Glissando

A continuous slide upwards or downwards between notes.



National Curriculum links:

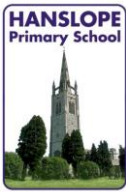
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with 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 when using instruments to create samba and carnival sounds.

What will I know by the end of this unit:

- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- Recognise, name and describe the effect of the interrelated dimensions of music.
- Select instruments and sounds which match their vocabulary.
- Work as a group to create a piece of music.
- Perform a piece of music as part of a group.



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Year 5: Blues

How does this link to my previous learning?

- This links to previous learning to sing and play chords in time to music.

What key vocabulary will I learn?

- Chord- Two or more notes that are played at the same time and work in harmony.
- Scale- Any set of musical notes which are in order of their pitch.
- Ascending scale- A scale in which the pitch of the notes goes up.
- Descending scale- A scale in which the pitch of the notes goes down.
- 12 bar blues- A series of chords played in a specific order.
- Blues scale- A set of notes used to play a melody over a 12-bar blues.
- Improvisation- Making up music as it is played or performed.
- Bent notes- A musical notes that varies in pitch usually going up slightly at the end.
- Bar- A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).
- Quaver- A note which lasts for half a beat.

National Curriculum links:

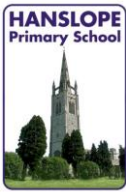
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
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- Develop an understanding of the history of music

How does this link to my future learning?

This links to future learning about composition.

What will I know by the end of this unit:

- Name three key features of blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the 12-bar blues correctly.
- Play the notes of the blues scale in the correct order, ascending and descending.
- Play a selection of blues scales notes out of order in their own improvisation.



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Year 6: Film music

How does this link to my previous learning?

This links to previous learning in singing and following a melody line.

What key vocabulary will I learn?

- Chromatics- Notes played from the chromatic scale which can make the music sound 'creepy'.
- Composition- A creative work such as a piece of music.
- Evoke- To bring forth emotions.
- Graphic score- A way of writing down music on the page without using traditional staff notation, instead using images to represent the music.
- Imagery- Visually descriptive music.
- Improvise- Making up music as it is played or performed.
- Major key- A tonality where the music sounds happy or bright.
- Minor key- A tonality where the music sounds sad or tense.
- Modulates- Changing from one key to another (e.g. major to minor key).
- Notate- To write symbols to represent music.
- Sound effects- Effects made that imitate real sounds.
- Soundtrack- The background music, together with the main songs, create the soundtrack to a film.
- Tremolo- A trembling effect, achieved by creating a loud and then quiet sound with a single note.

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 about dynamics, pitch and texture.

What will I know by the end of this unit:

- Identify how different styles of music contribute to the feel of a film.
- Participate in discussions, sharing their views and justifying their answers.
- Use the terms 'major' and 'minor'.
- Identify different instruments to describe how music evokes different emotions.
- Identify pitch, tempo and dynamics and use these to explain and justify their answers.
- Give reasonable and thought-out suggestions for what different graphic scores represent.
- Use their body, voice and instruments to create sounds to represent a given theme.
- Create a musical score to represent a composition.
- Interpret their graphic score and performing their composition appropriately with their group.
- Create sounds that link to the scene of a film.