

# Hanslope Primary School

## Music Knowledge Organiser

**Year 1/2 – Pitch and Tempo (Theme: Snail and Mouse)**

### How does this link to my previous learning?

- This links to previous learning in year 1/2: Keeping the Pulse (Theme: My favourite things).

### 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?

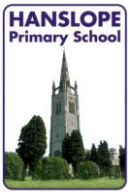
- This links to future learning in Spring 1: Pitch (Theme: Superheroes)

### What key vocabulary will I learn?

- Contrast: Different parts in a piece of music.
- Warm up: Getting the voice and body ready to sing.
  - Beat: The heartbeat of the music.
- Singing voice: Using the voice to sing different sounds that can be high or low.
- Speaking voice: Using the voice to speak with a beat.
- Tempo: The speed of the music could be fast or slow.

### What will I know by the end of this unit:

- To demonstrate slow and fast with their bodies and voices.
- Demonstrate slow and fast beats while saying a rhyme and using an instrument.
- Perform a song using a singing voice.
- Perform with an instrument.
- Observe others and move, speak, sing and play appropriately.
- Sing in time from memory, with some accuracy.
- Keep a steady pulse.
- Move, speak, sing and play demonstrating slow and fast beats.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 3: Jazz

#### How does this link to my previous learning?

- This links to previous learning in year 3: Pentatonic melodies and composition (Theme: Chinese New Year).

#### 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?

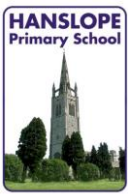
Motif	A short pattern of pitches used repeatedly.
Swung rhythm	A pair of quavers which are not played equally.
Syncopation	Playing or emphasising the off beat.
Tempo	The speed or pace of the music. It can change throughout a piece of music.
Rhythm	A pattern of long and short sounds (and silences) within 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 in Spring 1: Creating compositions in response to an animation (Theme: Mountains).

#### What will I know by the end of this unit:

- Explain what ragtime music is.
- Play on the 'off beat' and sing 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.



# Hanslope Primary School

## Music Knowledge Organiser

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

#### How does this link to my previous learning?

- This links to previous learning in year 4: Body and tuned percussion (Theme: Rainforests).

#### 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?

- 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.

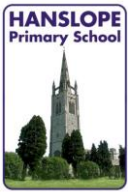


#### How does this link to my future learning?

- This links to future learning in Spring 1: Samba and carnival sounds and instruments (Theme: South America).

#### 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.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 5: Blues

#### How does this link to my previous learning?

- This links to previous learning in year 5: South and West Africa.

#### 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?

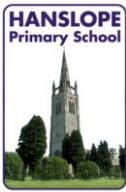
- Chord: Two or more notes that are played at the same time and work in harmony.
- Scale: Any set of musical notes which are in order of their pitch.
- Ascending scale: A scale in which the pitch of the notes goes up.
- Descending scale: A scale in which the pitch of the notes goes down.
- 12 bar blues: 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.

#### How does this link to my future learning?

- This links to future learning in Spring 1: Composition to represent the festival of colour (Holi).

#### 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.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 6: Film music

#### How does this link to my previous learning?

- This links to previous learning in year 6: Songs of World War two.

#### 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?

- 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 slave 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.

#### How does this link to my future learning?

- This links to future learning in Spring 1: Theme and variations (Theme: Pop Art)

#### 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.