

Hanslope Primary School

Music Knowledge Organiser

Year 1 – Musical vocabulary (Theme: Under the sea)

How does this link to my previous learning?

- This links to previous learning to know that sound can help tell a story.
- Tempo can be used to play voice or instrument at different speeds.
- Pulse can be fast or slow.

What key vocabulary will I learn:

- Pulse – a special type of beat that is regular.
- Dynamics – describes how **loud** or **quiet** a piece of music is.
- Tempo – is the speed or pace given to a piece of music.
- Timbre – The quality of sound e.g smooth, scratchy, twinkly.
- Pitch – how **high** or **low** a piece of music is played.
- Rhythm – the pattern of sounds and silences that occur over a piece of music.
- Structure – The order the pieces of music are played in.
- Texture – how the music is organised.
- Graphic score – the physical symbols of the music (notation)

Rhythm

A pattern of long and short notes.



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?

- Links to future progression about dynamics, timbre, tempo and motifs.

What will I know by the end of this unit:

- Make movements that are appropriate to the pulse and tempo of a piece of music.
- Choose instruments with appropriate timbre to represent sparkling fishes.
- Respond to dynamic changes in a piece of music.
- Create pitches and rhythms.
- Perform a layer of the music within an overall piece.
- Define all the musical terms for this unit.

Creating music to show life under the sea.



Hanslope Primary School

Music Knowledge Organiser

Year 2: On this island: British songs and sounds.

How does this link to my previous learning?

- This links to learning earlier in Year 2 regarding dynamics, timbre, tempo and motif (Theme: Space)

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.



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 will link into Year 3 learning around creating their own composition.

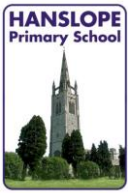
What key vocabulary will I learn?

- Motif – A short melody that is repeated over and over again.
- Soundscape – A piece of music that creates a landscape.
- 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 etc
- 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** and **slow**)
- Inspiration – Something that gives you an idea about what to create.



What will I know by the end of this unit:

- Sing, play and follow instructions to perform as a group.
- Describe music using simple musical vocabulary.
- Explore multiple ways of making the same sound.
- Represent the same sound in different ways.
- Describe how they have adapted a sound using musical vocabulary.
- Contribute musically to a final performance.
- Create a piece that clearly represents a particular environment.
- Extend a piece of music so that it represents three distinct environments.



Hanslope Primary School

Music Knowledge Organiser

Year 3: Ballads

How does this link to my previous learning?

This links to learning in Year 2 Myths and legends.

What key vocabulary will I learn?

Ballad – A song which tells a story – similar to a poem.

Compose – To create an original piece of music.

Stanza – A short section of text, sometimes known as a verse in a song or poem.

Solo – performing alone.

Ensemble – A small group of musicians who perform together.

Expression – Making your thoughts or feelings known when reading, singing or performing.

Lyrics – The words in a song.

Chorus – Repeated section of music with the same tune and lyrics.

Nonsense words – Words which have no meaning and are often used for filling time in songs – e.g. 'la', 'do', 'ooh'.

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



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

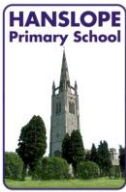
How does this link to my future learning?

Links to both Rock and Roll and Haiku, music and performance in Year 4.

What will I know by the end of this unit:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.





Hanslope Primary School

Music Knowledge Organiser

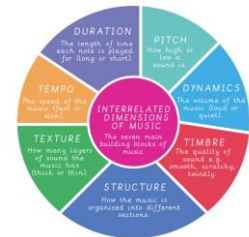
Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)

How does this link to my previous learning?

This links to their earlier topic on Rock and Roll.

What key vocabulary will I learn?

- Ostinato – A repeating musical pattern.
- Acapella – Singing without an accompaniment (music)
- Rounds – A song which is sung by two groups of people. One group starts singing, then the other group begins shortly after. The first group finishes first.
- Harmony – Playing or singing more than one pitched note at the same time.
- Cue – A signal (in either the music or from a conductor) which helps the performer know when to begin.



National Curriculum links:

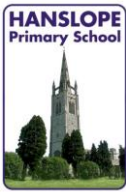
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with 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 knowledge used in Year 5 within Blues and South and West Africa.

What will I know by the end of this unit:

- Sing in tune and in harmony with others, with developing breath control.
- Explain how a piece of music makes them feel with some use of musical terminology.
- Perform a vocal ostinato in time.
- Listen to other members of their group as they perform.
- Create an ostinato and represent it on paper so that they can remember it.
- Create and perform a piece with a variety of ostinatos.



Hanslope Primary School

Music Knowledge Organiser

Year 5: Looping and remixing.

How does this link to my previous learning?

This links to adapting and changes in music.

What key vocabulary will I learn?

- Layers – The different instruments, rhythms or melodies that build the overall texture or a piece of music.
- Loop – A repeated section of music.
- Remix – A new version of an existing piece of music that has been altered with effects.
- Fragment – A short section of music.
- Melody line – The notes that make a melody.
- Structure – The overall organization of a piece of music. In a song, this could be the order that different parts are played in, for example verse, chorus, verse.
- Backbeat – Rhythmic beat going along in the background to accompany the music.

National Curriculum links:

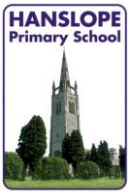
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with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

How does this link to my future learning?

This links to all Year 6 units when editing or remixing their music.

What will I know by the end of this unit:

- Perform a looped body percussion rhythm; keeping in time with their group.
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- Play the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops.



Hanslope Primary School

Music Knowledge Organiser

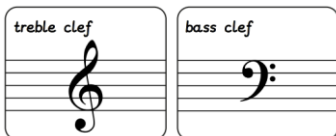
Year 6: Baroque

How does this link to my previous learning?

This links to previous learning on theme and variation (pop art)

What key vocabulary will I learn?

- Opera – A dramatic performance in which a story is told using music and singing.
- Recitative – A section of an opera or oratorio where the sung melody imitates speech.
- Canon – Music in which very similar parts are introduced one by one to overlap.
- Ground bass – A repeating melody in the bass part, usually played by a cello, and most commonly found in Baroque music.
- Fugue – Music in multiple parts where a main theme (subject) and secondary theme (counter subject) appear over and over in different parts and at different pitches.
- Oratorio – A dramatic vocal work on a religious theme, like an opera, but sung without staging.



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?

Links to learning in Secondary school.

What will I know by the end of this unit:

- Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
- Take part in a vocal improvisation task based on Baroque recitative.
- Play several parts of a canon using staff notation, with or without letter names.
- Compose a ground bass melodic ostinato.
- Notate a ground bass pattern using staff notation.
- Name some well-known Baroque composers and describe what musical features they were known for.
- Learn a fugue part by reading staff notation, with or without note names.
- Perform a fugue.