

Hanslope Primary School

Music Knowledge Organiser

Year 1 – Vocal and body sounds (By the sea)

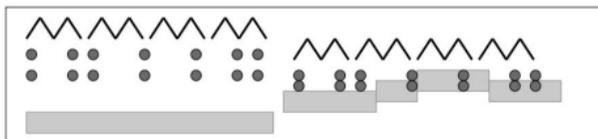
How does this link to my previous learning?

- Children will remember to choose instruments appropriately.
- Link to previous lessons on dynamics and tempo.
- Children will link to following simple instructions during a group performance.

What key vocabulary will I learn:

- Timbre – The quality of sound e.g smooth, scratchy, twinkly.
- Pitch – how **high** or **low** a piece of music is played.
- Vocal sounds – sounds made with your vocal chords, such as, talking, singing, humming and shushing.
- Dynamics – The volume of the music (loud or quiet)
- Tempo – The speed of the music (fast or slow)
- Percussion instruments – Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Graphic score Pictures, symbols, lines or shapes to represent sound.



National Curriculum Links:

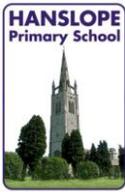
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using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

How does this link to my future learning?

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

What will I know by the end of this unit:

- Create movements that match the music, explaining why they are moving in that way.
- Identify descriptive sounds within the music.
- Recreate and then adapt descriptive sounds heard using their voice or body.
- Make appropriate instrument choices to represent a descriptive sound.
- Control instruments and voices to make both quiet and loud sounds.
- Follow simple instructions during a group performance.
- Create their own graphic score and play from it.
- Make more than one sound on their instrument and with their voice.



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Year 2: Musical me.

How does this link to my previous learning?

- This links to learning at the beginning of the year when children were learning about orchestral instruments and using them in traditional stories.

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.

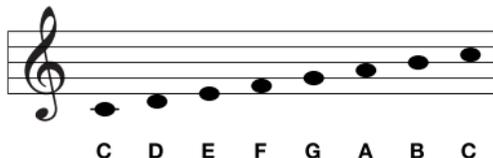
How does this link to my future learning?

This links to further learning in dynamics, timbre, tempo and motifs.

What key vocabulary will I learn?

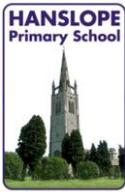
- Composition – An original piece of music that has been created.
- Pulse – The heartbeat of the music. Sometimes called the 'beat'
- Melody – Patterns of different pitches (high and low notes)
- Timbre – The quality of sound e.g smooth, scratchy, twinkly.
- Dynamics – The volume of the music (loud or quiet)
- Rhythm – Patterns of long and short sounds.
- Composer – A person, who creates and writes an original piece of music.
- Notation – How the music is written down.

Stave and letter musical notation



What will I know by the end of this unit:

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.



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Year 3: Developing singing technique (Theme: The Vikings)

How does this link to my previous learning?

This links to their previous learning in creating compositions in response to animation.

What key vocabulary will I learn?

- Transpose – Moving the music up or down to start on a different note.
- Major – A tonality where the music sounds happy or bright.
- Minor – A tonality where the music sounds sad or tense.
- Parts – Different instrumental or vocal melodies in the music that happen at the same time.
- Ensemble – A small group of musicians who perform together.
- Notation – The way that music is written so that others can play it.
- Duration – The length of time a note is played for.
- Percussion instruments - Instruments which are played by shaking, tapping or scraping with your hand or beater.
- Body percussion – Shaking, hitting or tapping your body to make a sound.
- Untuned percussion – Percussion instruments you cannot play a tune on.

National Curriculum Links:

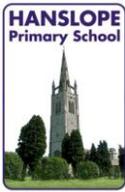
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with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

What will I know by the end of this unit:

- Move and sing as a team, following the lyrics on the screen.
- Recognise minims, crotchets and quavers often by ear and reliably by sight.
- Perform rhythms accurately from notation and layer them to create a composition.
- Add appropriate sound effects to their performances using untuned percussion.
- Join in with the performances confidently, and reasonably in time and tune.
- Make suggestions for improving their performance.



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Year 4: Adapting and transposing motifs (Theme: Romans)

How does this link to my previous learning?

This links to changes in pitch, tempo and dynamics learning.

What key vocabulary will I learn?

- Motif – A short repeated pattern of notes.
- Ostinato – A repeating musical pattern.
- Riff – A short repeated pattern phrase in pop music and jazz.
- Rhythm – A pattern of long and short sounds (and silences) within a piece of music.
- Backing track – A recorded musical accompaniment.
- Transpose – Move a whole tune or piece of music up or down in key by starting it on a different note.

Sharp notes



Notes that sound a semitone higher than notes that appear on the lines and spaces of a musical staff.

Flat notes



Notes that sound a semitone lower than notes that appear on the lines and spaces of a musical staff.

National Curriculum links:

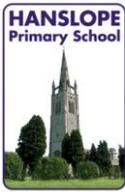
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How does this link to my future learning?

This links to their learning in Year 5 on composition and notation.

What will I know by the end of this unit:

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and perform a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions or a musical motif and perform as a group using musical notation.



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Year 5: Musical theatre

How does this link to my previous learning?

This links to previous learning about South and West Africa.

What key vocabulary will I learn?

- Composer – Writes the music
- Librettist – Writes the story
- Lyricist – Writes the song lyrics
- Director – In charge of the dramatic performance.
- Musical director – In charge of the musical performance
- Choreographer – Creates the dance moves
- Designer – Designs the set of costumes
- Performers – Play the characters in the musical
- Character song – Describes how the character is feeling
- Action song – Describes what is happening at that point of the story
- Transition – A passage of music composed to link one piece of music to another
- Score – Written notation to show what notes to play and in what style to play them
- Script – Written text of a play or musical.

National Curriculum links:

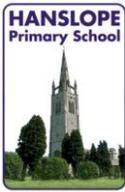
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How does this link to my future learning?

This links into the Year 6 stage production

What will I know by the end of this unit:

- Explain what musical theatre is and be able to recall at least three features of this kind of music.
- Categorise songs as action songs or character songs
- Select appropriate existing music for their scene to tell the story of a journey
- Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.



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Year 6: Composing and performing a leavers' song.

How does this link to my previous learning?

This links to film music prior learning and composing music.

What key vocabulary will I learn?

- Lyrics – The words of a song
- Tempo – The speed of the music
- Arrangement – Adapting a piece of music that already exists
- Chords – 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
- Melody – The combination of pitch and rhythm which forms a tune.
- Dynamics – The volume of the music
- Verse – chorus structure – A structure common in pop music, with two repeating sections: the verse and the chorus.
- Rhyming pattern – The arrangement of the rhyming lines in a poem or song.
- Backing track – A pre-recorded musical accompaniment.

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:

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation
- Perform the leavers' song with confidence.