

Hanslope Primary School

Music Knowledge Organiser

Year 1 – Sound Patterns (Theme: Fairy tales)

How does this link to my previous learning?

- They have been able to clap in time to music.
- They have been able to play high, medium and low notes on an instrument.
- They have identified and performed changes in tempo.

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 dynamics and tempo.

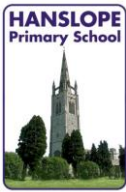
What key vocabulary will I learn?

- Character: A person, animal or creature in the story.
- Voice: A voice is what we use to speak or sing.
- Sound pattern: When long and short sounds repeat in a certain way.



What will I know by the end of this unit:

- To chant in time with others.
- To make changes to the dynamics (volume) of their voice to represent a character.
- Respond to hand signals when playing an instrument.
- Choose a suitable sound to represent a point in the story.
- Read simple rhythmic patterns comprising one beat sounds and one beat rests.
- Clap or play a rhythmic pattern along with spoken words.
- Play given sound patterns in time with the pulse.
- Follow instructions during a performance.
- Join in with repeated phrases using a character voice.



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Year 2: Instruments (Theme: Musical Storytelling)

How does this link to my previous learning?

- This links to previous learning when exploring dynamics and using instruments to play patterns.

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?

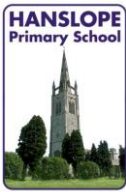
- This links to future learning in year 2 when using instruments to explore pitch and call and response.

What key vocabulary will I learn?

- Tempo: The speed of the music (fast or slow).
- Encore: When the audience claps and asks musicians to play more music.
- Instrumental sound: A sound produced by musical instruments.
- Dynamics: The volume of a piece of music.
- Sound effect: A sound created to represent something in a film, television programme or play.

What will I know by the end of this unit:

- Identify sections of the music where the tempo changes.
- Correctly describe sections of music as fast or slow.
- Point out moments in the music where the dynamics change.
- Accurately describe dynamic change changes as soft or loud.
- Give specific examples of how the music corresponds to actions in the story.
- Provide clear and specific examples of how music supports the story.
- Justify tempo and dynamic choices made to represent a character, event or feeling.
- Suggest appropriate musical dynamics and tempo changes for different scenes of the story.
- Work as part of a group to rehearse a performance.
- Perform confidently using appropriate instrumental sounds.
- Play their part at appropriate tempo and dynamics.



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Year 3: Creating compositions in response to an animation (Theme: Mountains)

How does this link to my previous learning?

- This links to previous learning in year 3: pentatonic melodies and composition.

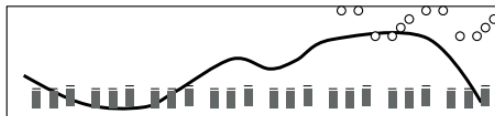
National Curriculum Links:

- 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

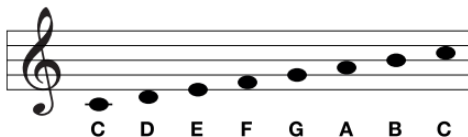
What key vocabulary will I learn?

- Ensemble: A small group of musicians that perform together.
- Melody: Notes of different pitches played in a sequence to create a tune.
- Soundscape: A collection of sound effects used to describe a landscape.
- Rhythm: A pattern of long and short sounds (and silences) within a piece of music.
 - Compose: To create an original piece of music.
- Notation: The way that the music is written so that others can play it.
- Graphic score: A way of writing down music using pictures or symbols, rather than standard music notation.

Graphic score



Staff and letter notation

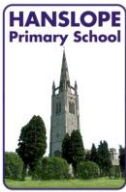


How does this link to my future learning?

- This links to future learning about traditional instruments and improvisation.

What will I know by the end of this unit:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.



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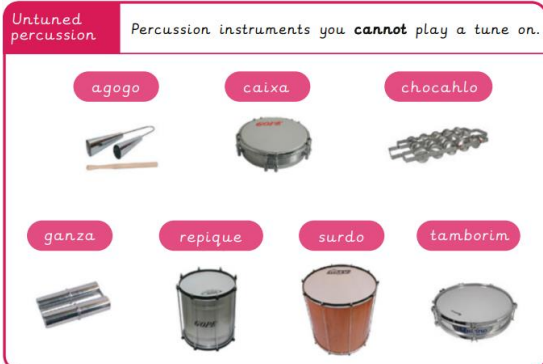
Year 4: Samba and carnival sounds and instruments (Theme: South America)

How does this link to my previous learning?

- This links to previous learning: Haiku, Music and Performance

What key vocabulary will I learn?

- Syncopation: A type of musical rhythm in which the strong notes are not on the beat.
- Off-beat: The beats in between the ones you would normally clap on.
- Break: A four or eight beat rhythm which is usually played once or twice.



National Curriculum links:

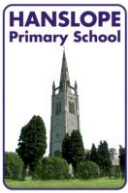
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with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

What will I know by the end of this unit:

- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
- Clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm.
- Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).
- Play their break in time with the rest of their group and play in the correct place in the piece.
- Play in time and with confidence; accurately playing their break.



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Year 5: Composition to Represent the Festival of Colour (Holi)

How does this link to my previous learning?

- This links to previous learning in year 3: Creating Compositions.

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?

Graphic score

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



Synaesthesia

A condition where you 'see' music as colours.

Major

A tonality where the music sounds happy or bright.

Minor

A tonality where the music sounds sad or tense.

Layering

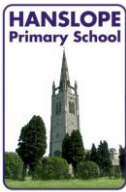
An overlapping of different music or instruments to create a 'thick' texture in a musical piece.

How does this link to my future learning?

This links to future learning about Composition Notation.

What will I know by the end of this unit:

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.



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Year 6: Theme and Variations (Theme: Pop Art)

How does this link to my previous learning?

This links to previous learning about film 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?

- Pop Art: An art movement from the 1950s where artists focused on common objects (comic books, tins of soup, teacups) and showed them in bold, bright colours.
- 3/4 time: Commonly called 'waltz time' and only has 3 beats per bar.
- 4/4 time: Known as 'common time' and has 4 beats per bar.
- Orchestra: A group of instruments that play together.

Kodaly rhythm names

TA = Crotchet TI-TI = Quaver SH = Crotchet rest TWO = Minim

TIKI - TIKI TI - TIKI TIKI - TI

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:

- Performing rhythms confidently either on their own or in a group.
- Identify the sounds of different instruments and discuss what they sound like.
- Make reasonable suggestions for which instruments can be matched to which art pieces.
- Recall the names of several instruments according to their orchestra sections.
- Keep the pulse using body percussion.
- Sing with control and confidence.
- Name rhythms correctly.
- Copy rhythms accurately with a good sense of pulse.
- Draw rhythms accurately.
- Show a difference between musical variations.
- Show creativity in a finished musical product.