

Hanslope Primary School

Music Knowledge Organiser

Year 1 – Tempo (Theme: Snail and mouse)

How does this link to my previous learning?

- This links to previous learning in year 1: Keeping the Pulse and Sound 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 Summer 1: Musical symbols (under the sea).

What key vocabulary will I learn?

- Beat: The heartbeat of the music.
- Contrast: Different parts in a piece of music.
- Warm up: Getting the voice and body ready to sing.
- Tempo: The speed of the music (fast or slow).

Singing voice



Using the voice to sing different sounds that can be high and low.

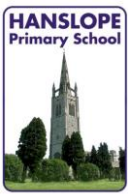
Speaking voice



Using the voice to speak with a beat.

What will I know by the end of this unit:

- 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.



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Year 2: Call and response (Theme: Animals)

How does this link to my previous learning?

- This links to previous learning in year 2: Instruments and contrasting dynamics.

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 Summer 2: Signing (Theme: On this Island)

What key vocabulary will I learn?

- Dynamics: The volume of a piece of music.
- Call and response: One person sings or plays something and others play or sing something back, in reply.

sound pattern:

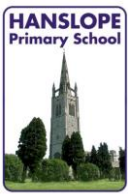
When long and short sounds repeat in a certain way.



I am growling

What will I know by the end of this unit:

- Use dynamics when creating sound.
- Play in time with a group.
- Experiment with different sounds on the same instrument.
- Clap the animal sound patterns mostly accurately.
- Clap the sound patterns in time with the pulse of the backing track.
- Demonstrate both a call and response.
- Copy a sound pattern using an instrument.
- Playing either a call and/or response role in time with another pupil.
- Perform a composition.



Hanslope Primary School

Music Knowledge Organiser

Year 3: Traditional instruments and improvisation (Theme: India)

How does this link to my previous learning?

- This links to previous learning in year 2: Instruments

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?

- Bollywood- Indian films that involve singing and dancing, similar to a musical.
 - Tal- A repeated rhythm played over and over on the tabla.
- Rag- A series of notes which Indian music uses to create the tune.
 - Drone- A long held note usually played on the Tanpura.
- Improvising- Making up music as it is played or performed.

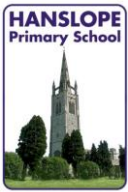


How does this link to my future learning?

- This links to future learning in Summer 1: Ballads.

What will I know by the end of this unit:

- Verbalise feelings about music and identify likes and dislikes.
- Read musical notation and play the correct notes of the rag.
- Improvise along to a drone and tal.
- Play a rag and a tal accurately alongside a drone.
- Sing accurately from musical notation and lyrics.
- Sing and play in time with others with some degree of accuracy and awareness of each other's parts.



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Year 4: Body and tuned percussion (Theme: Rainforests)

How does this link to my previous learning?

- This links to previous learning in year 4: Samba and carnival sounds and instruments

What key vocabulary will I learn?

- Body percussion- A style of music where you can use your body to make sounds. You can make many different sounds by clapping, hitting, stamping and tapping.
- Appraising- Assessing and discussing a performance or piece of music.
- Melody- Notes of different pitches played in a sequence to create a tune.
- Rhythm- A pattern of long and short sounds (and silences) within a piece of music.
- Texture- How many layers of sound the music has (thick or thin).
- Layers- The different instruments, rhythms, or melodies that build the overall texture.
- Timbre- The quality of sound, e.g. smooth, scratchy, twinkly.
- Duration- The length of time each note is played for (long or short).
- Structure- How the music is organised into different sections.
- Tempo- The speed of the music (fast or slow).
- Pitch- How high or low the sound is.

National Curriculum links:

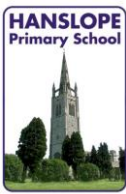
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with 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 in Summer 1: Changes in Pitch, Tempo and Dynamics (Theme: Rivers).

What will I know by the end of this unit:

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.



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Year 5: Composition Notation (Theme: Ancient Egypt)

How does this link to my previous learning?

- This links to previous learning in year 5: Composition to represent the festival of colour.

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?

- Melody-The combination of pitch and rhythm which forms a tune.
- Verse- A repeated section of a song that usually features new lyrics on each repetition.
- Structure- The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.

Staff notation

Quaver		Half	$\frac{1}{2}$	
Crotchet		One	1	
Minim		Two	2	
Dotted minim		Three	3	
Semibreve		Four	4	

Letter notation

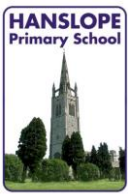


How does this link to my future learning?

This links to future learning in Summer 1: Looping and remixing.

What will I know by the end of this unit:

- Sing in time and in tune with other people and the backing track.
- Remember the lyrics to a song.
- Identify the structure of a piece of music and match this to non-standard notation.
- Improvise their own piece of music.
- Play a melody with reasonable accuracy.
- Perform with confidence and in time with others.
- Compose and play a melody using stave notation.
- Contribute meaningfully to the group performance and composition.
- Use hieroglyphic notation to show the structure of their piece.



Hanslope Primary School

Music Knowledge Organiser

Year 6: Dynamics, pitch and texture

How does this link to my previous learning?

This links to previous learning in year 4: Changes in pitch, tempo and dynamics

What key vocabulary will I learn?

- Depict- To represent something using music.
- Conductor- A person who directs the performance of an orchestra or choir, using hand signals.
- Composition- A piece of music that has been created.
- Improvise- Making up music as it is played or performed.
- Notate- To write symbols to represent music.
- Ensemble- A group of people who perform instrumental or vocal music.

Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of composing. The term 'classical music' can also refer to music composed in the classical period 1750 to 1825.

The focus piece for this topic is Fingal's Cave by Mendelssohn (1830) which is a classical piece depicting the sea and waves swirling around Fingal's Cave which is in the Inner Hebrides.



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
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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 in Summer 1: Baroque

What will I know by the end of this unit:

- Engage in discussion about the sounds of an orchestral piece.
- Have a selection of varied vocabulary in response to what they hear.
- Change dynamics and pitch, differentiating between the two.
- Take the role of conductor or follow a conductor.
- Change texture within their group improvisation and talk about its effect.
- Create a graphic score to represent sounds.
- Follow the conductor to show changes in pitch, dynamics and texture.