

# Hanslope Primary School

## Music Knowledge Organiser

### Year 1/2: Instruments (Theme: Musical storytelling)

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

- This links to previous learning in year 1/2: Pitch (Theme: Superheroes)

#### 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?

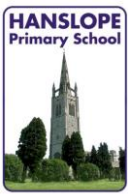
- This links to future learning in Summer 1: Singing (Theme: On this island).

#### What key vocabulary will I learn?

- Tempo: The speed of the music (fast or slow).
- Instrumental sound: A sound produced by musical instruments.
- Dynamics: The volume of a piece of music.
- Encore: When the audience claps and asks musicians to play more 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 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.



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

#### 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.



#### National Curriculum Links:

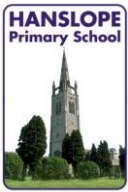
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with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



# Hanslope Primary School

## Music Knowledge Organiser

### Year 4: Rock and Roll

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

- This links to previous learning in year 4: Samba and carnival sounds and instruments (Theme: South America).

#### What key vocabulary will I learn?

- Rock and Roll: Stems from jazz, gospel and blues music and uses the blues structure and chords. It often has a fast tempo with strong vocals. Rock and roll formed the basis of our modern-day rock music.
- Bass line: The lowest part of the music, played by a bass or bass guitar in rock and roll.
- Walking bass: A bass line that moves step by step using pitches that are next to each other.
- Notation: The way that music is written so that others can play it.
- In time: Playing or singing at the same speed as the music.
- Hand jive: A rock and roll dance where you move your hands a lot!
- In tune: Singing or playing with the correct pitch.
- Tempo: The speed or pace of the music. It can change throughout a piece of music.
- Dynamics: The volume of the notes. This often changes throughout the piece of music.
- Pitch- How high or low a note sounds.

#### National Curriculum links:

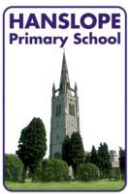
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#### How does this link to my future learning?

- 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:

- Perform the hand jive hand actions in sequence and in time with the music.
- Sing in tune and perform their actions in time.
- Play the notes of the walking bass in the correct sequence.
- Independently play their part with some awareness of the other performers.



# Hanslope Primary School

## Music Knowledge Organiser

### 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 (Holi).

#### 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
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- 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

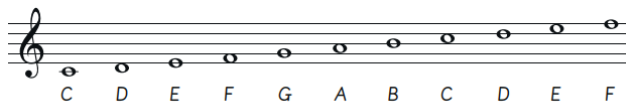
#### What key vocabulary will I learn?

- 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

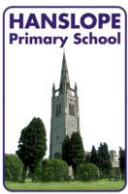


#### How does this link to my future learning?

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

#### 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.