

# Hanslope Primary School

## Music Knowledge Organiser

### Year 1/2: Singing (Theme: On this island)

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

- This links to previous learning in year 1/2: Instruments (Theme: Musical storytelling).

#### 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: Pitch (Theme: Musical Me).

#### What key vocabulary will I learn?

- Dynamics: The volume of the music (loud or quiet).
- Tempo: The speed of the music (fast or slow).
- Pitch: How high or low a sound is.
- Composer: A person who writes music.

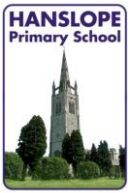
**phrase:** A musical sentence.



London bridge is falling down,

#### What will I know by the end of this unit:

- Breathe after each phrase in a song when singing.
- Sing a song from memory.
- Use different pitches while singing (high and low notes).
- Sing lyrics accurately.
- Perform actions that match lyrics.
- Collaborate and communicate within a group.
- Use sounds creatively to represent a chosen environment.
- Perform a composition.
- Apply pitch and dynamics to enhance a composition.
- Read notation from left to right.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 3: Ballads

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

- This links to previous learning in year 3: Traditional instruments and improvisation (Theme: India).

#### 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?

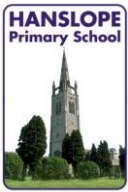
- Ballads: Songs which tell a story, similar to a poem.
- Compose: To create an original piece of music.
- Stanza: A short section of text, sometimes known as a verse in a song or poem.
- Solo: Performing alone.
- Ensemble: A small group of musicians who perform together.
- Expression: Making your thoughts or feelings known when reading, singing or performing.
- Lyrics: The words in a song.
- Chorus: Repeated sections 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', 'oooh'.

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

- This links to future learning in Summer 2: Developing singing techniques (Theme: The Vikings)

#### 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 previous learning in year 4: Rock and roll

### What key vocabulary will I learn?

- Ostinato: A repeating musical pattern.
- A capella: Singing without musical accompaniment.
- Round: A song sung by two or more groups of people in which one group starts singing then the next group starts to sing the same song shortly after.
- 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.
- Texture: How many layers of sound the music has (thick or thin).
- Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.

### National Curriculum links:

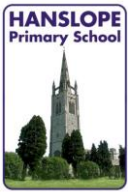
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with 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 2: Adapting and Transposing Motifs (Theme: Romans).

### 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 previous learning in year 5: Composition Notation (Theme: Ancient Egypt).

#### 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?

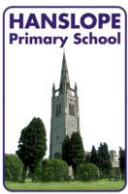
- Electronic Dance Music (EDM): Is also known as dance music, club music or simply dance. It is made for nightclubs and has lots of percussion and loops and the tracks are 'mixed' into each other by a DJ.
- Layers: The different instruments, rhythms or melodies that build the overall texture of a piece of music.
  - Loop: A repeated section of rhythm or melody.
- 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 organisation 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.

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

This links to future learning in Summer 2: Musical Theatre

#### 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

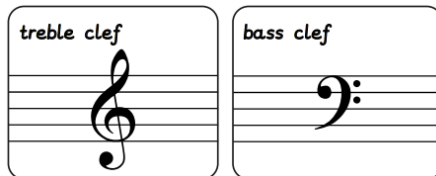
### Year 6: Baroque

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

This links to previous learning in year 6: Dynamics, pitch and texture.

#### What key vocabulary will I learn?

- Baroque period: The years between 1600-1750 when a particular type of music was being composed across Europe.
- Ostinato: A repeating part; can be a tune or a rhythm.
- Polyphonic: A musical texture in which different parts weave in and out of each other.
- Opera: A dramatic performance in which a story is told using music and singing.
- Oratorio: A dramatic vocal work on a religious theme, like an opera, but sung without staging.
- Recitative: A section of an opera or oratorio where the sung melody imitates speech.
- Fugue: Music in multiple parts where a main theme (subject) and secondary theme appear over and over in different parts and at different pitches.
- Ground bass: A repeating melody in the bass part, usually played by a cello and mostly commonly found in Baroque 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 future learning in Summer 2: Composing and performing a leavers song.

#### 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.