

# Hanslope Primary School

## Music Knowledge Organiser

### Year 1/2: Pitch (Theme: Musical Me)

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

- This links to previous learning in year 1/2: Singing (Theme: On this island).

#### National Curriculum Links:

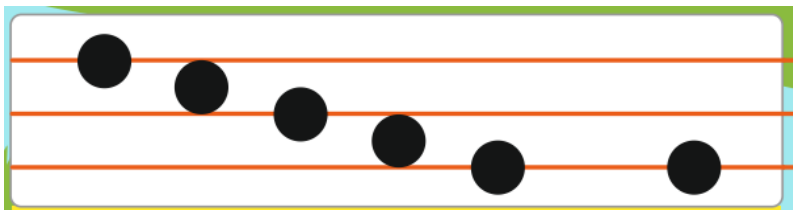
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using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

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

- This links to future learning in year 3: Pentatonic melodies and composition.

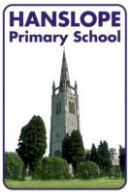
#### What key vocabulary will I learn?

- Pitch: How high or low a sound is.
- Pitch pattern: Any regularly repeated arrangement of high and low sounds.
- Dot: A symbol that can represent pitch.
- Notation: How the music is written down.
- Phrase: A musical sentence.
- Stave: Horizontal lines that notes are written on.



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

- Move their eyes from left to right to read pitch patterns.
- Sing high and low notes including the notes in between.
- Play a pattern of high and low notes on an instrument.
- Read notation from left to right.
- Draw high and low sounds using dots at the top and bottom of the page, respectively.
- Recognise when notes stay the same.
- Recognise missing notes on a stave.



# Hanslope Primary School

## Music Knowledge Organiser

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

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

- This links to previous learning in year 3: Ballads

#### 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?

- 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.
- Untuned percussion: percussion instruments you cannot play a tune on (e.g. drum, maracas, tambourine, claves, etc.)



Minim

A note lasting



Crotchet

A note lasting



Quaver

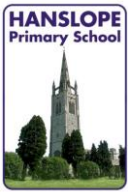
A note lasting half

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

- This links to future learning in year 4: Body and tuned percussion (Theme: Rainforests).

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

- Move and sing as a team following the lyrics on the screen.
- Recognising 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.



# Hanslope Primary School

## Music Knowledge Organiser

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

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

- This links to previous learning in year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)

#### What key vocabulary will I learn?

- Motif: A short repeated pattern of notes.
- Ostinato: A repeating musical pattern.
- Riff: A short repeated 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:

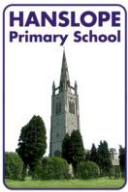
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with 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 year 5: South and West Africa

#### 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 performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 5: Musical Theatre

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

- This links to previous learning in year 5: Looping and Mixing

#### 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?

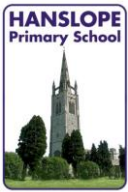
- Composer: Writes the music.
- Librettist: Writes the story.
- Lyricist: Writes the song lyrics.
- Director: In charge of the dramatic performance.
- Musical director: In charge of the musical performance.
- Choreographer: Creates the dance moves.
- Designer: Designs the set or costumes.
- Performers: Play the characters in the musical.
- Character song: Describes how the character is feeling.
- Action song: Describes what is happening at that point in the story.
- Transition: A passage of music composed to link once 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.

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

This links to future learning in year 6: Songs of World War two.

#### 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.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 6: Composing and performing a leavers song

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

This links to previous learning in year 6: Baroque

#### What key vocabulary will I learn?

- Lyrics: The words of a song.
- Arrangement: Adapting a piece of music that already exists. Usually so that it can be played by different instruments.
- 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.

#### **Rhyming patterns**

**AABB** - Lines **1 and 2** rhyme and lines **3 and 4** rhyme.

**ABAB** - Lines **1 and 3** rhyme and lines **2 and 4** rhyme.

**ABBA** - Lines **1 and 4** rhyme and lines **2 and 3** rhyme.

**ABCB** - Lines **2 and 4** rhyme and lines **1 and 3** rhyme.

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

This links to preparation for Music in KS3.

#### 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.