

Inskip St Peter's C.E. Primary School Knowledge Organiser

Subject: Music		Years: 5 and 6		Area: Singing	
What should I already know?	What skills will I learn?	Vocabulary			
<p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>- play tuned and untuned instruments musically</p> <p>-listen with concentration and understanding of a range of high-quality live and recorded music</p> <p>-experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>-Singing in 2 parts.</p> <p>-Play instrumental parts with the song by ear and/or from notation using the medium or harder part. You will be using 3 notes – G, A + B</p> <p>-Improvise using up to 3 notes – G, A + B</p> <p>-Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)</p> <p>-Perform &amp; Share deciding how you are going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> <p>(Y5 and 6 should be working towards composing using more pentatonic scale notes)</p>	<b>Pitch</b>	Pitch is how high or low a sound is.		
		<b>Duration</b>	The length of a sound.		
		<b>Dynamics</b>	The loudness or softness at which musicians play a section or piece of music.		
		<b>Tempo</b>	The speed at which a piece or section of music is played.		
		<b>Timbre</b>	The character or sound quality of a note. Different musical instruments have different timbres.		
		<b>Texture</b>	The way different elements of music are layered together.		
		<b>Structure</b>	How a piece of music or song is put together.		
		<b>Notation</b>	The way a music is written down using standard musical notes or another system.		
		<b>Improvise/Compose</b>	Make up a melody or rhythm using a set of musical notes.		
		<b>Resources</b>			
		<p>Tuned and untuned percussion</p> <p>Children's own instruments</p> <p>Charanga Music Scheme/website</p>			
<b>By the end of KS2</b>					
		<p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>-improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- listen with attention to detail and recall sounds with increasing aural memory</p>			

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|  | <ul style="list-style-type: none"><li>- use and understand staff and other musical notations</li><li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>- develop an understanding of the history of music.</li></ul> |
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