

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

| Subject: Music  |  | Years: Year 5&6  |  | Area: 'Happy' By Pharrell Williams |   |  |  |
|---|--|--|--|------------------------------------|---|--|--|
| What should I already know?   |  | What skills will I learn?  |  | Vocabulary                         |   |  |  |
| <ul style="list-style-type: none"> <li>• pulse, rhythm and pitch games</li> <li>• Copy back and Question and Answer games</li> <li>• Copy back using instruments.</li> <li>• Take it in turns to improvise using 2 notes: A and G, D and E</li> <li>• Learning to sing new songs for performance to an audience.</li> <li>• Listening to a wide range of musical styles and giving opinions using musical language.</li> <li>• Composing simple rhythms and melodies with our voices, drums and tuned percussion</li> </ul> | <ul style="list-style-type: none"> <li>• Listen and appraise Neosoul, Motown, pop music. Describe the style indicators of the song/music.</li> <li>• Describe the structure of the song.</li> <li>• Identify the instruments/voices they can hear.</li> <li>• Talk about the musical dimensions used in the song.</li> <li>• Musical Activities using glocks. Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> </ul> <p>Bronze Challenge: A.<br/>Silver Challenge: A + G and reading notes.<br/>Gold Challenge: A, G + B and reading notes.</p> <ul style="list-style-type: none"> <li>• Singing in two parts.</li> <li>• Play instrumental parts accurately and in time as part of the performance.</li> </ul> | <b>Pulse –</b><br><b>Rhythm –</b><br><br><b>Pitch –</b><br><b>Tempo –</b><br><b>Dynamics –</b><br><b>Timbre –</b><br><br><b>Texture –</b><br><br><b>Structure –</b><br><br><b>Notation –</b> | <ul style="list-style-type: none"> <li>• the regular heartbeat of the music; its steady beat.</li> <li>• long and short sounds or patterns that happen over the pulse.</li> <li>• high and low sounds.</li> <li>• the speed of the music; fast or slow or in-between.</li> <li>• how loud or quiet the music is.</li> <li>• all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>• layers of sound. Layers of sound working together make music very interesting to listen to.</li> <li>• every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>• the link between sound and symbol.</li> </ul> <p>Also for this unit:-<br/>Gender, racism, rap, lyrics, turntablist, DJing, producer, electronic and acoustic sounds, culture, identity</p> |                                    |   |  |  |
|   |  |  | <b>Resources</b>   |                                    |   |  |  |
|   |  |  |  |                                    | Charanga YUMU –Year 6 'Happy'<br>Classroom instruments<br>Children's own instruments<br>YouTube |  |  |

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

|                          |   |  |
|--------------------------|---|--|
|                          | <ul style="list-style-type: none"> <li>• The easy part: A + G by ear and from notation.</li> <li>• The medium part: A, G + B by ear and from notation.</li> <li>• The harder part: G, A, B, C, D + E by ear and from notation.</li> <li>• Improvise in the lessons and as part of the performance of Happy.</li> </ul> <p>Compose a melody using simple rhythms and use as part of the performance.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> |  |
| <b>By the end of KS2</b> |   |  |
|                          | <ul style="list-style-type: none"> <li>• Listen and appraise music in the Motown style.</li> <li>• Copy back melodies using glockenspiels accurately</li> <li>• Sing in two parts</li> <li>• Play instrumental parts by following simple notation using the notes A, G and B</li> <li>• Compose a simple melody using simple rhythms and choosing from the notes A, B, G or C, E, G</li> <li>• Perform and share singing and instrumental playing</li> </ul>  |  |