

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

| Subject: Music | | Years: Year 5&6 | | Area: Music and Me | |
|---|--|--|---|--------------------|--|
| What should I already know? | | What skills will I learn? | | Vocabulary | |
| <ul style="list-style-type: none"> • pulse, rhythm and pitch games • Copy back and Question and Answer games • Copy back using instruments. • Take it in turns to improvise using 2 notes: A and G, D and E • Learning to sing new songs for performance to an audience. • Listening to a wide range of musical styles and giving opinions using musical language. • Composing simple rhythms and melodies with our voices, drums and tuned percussion | <ol style="list-style-type: none"> 1. Listen and Appraise (listen to a selection of music from the four featured women artists in this unit) 2. Create - What do we mean by Music and Me (identity)? Get into groups of two or more and begin to create your own music that represents how you feel/what you believe/your gender/where you are from and anything else. 3. Create lyrics using a provided beat on Charanga YUMU 4. Create melodies using Charanga YUMU notation programme 5. Practice compositions to be able to put on a performance for an audience (Year 3&4 class) | Pulse – Rhythm – Pitch – Tempo – Dynamics – Timbre – Texture – Structure – Notation – | <ul style="list-style-type: none"> • the regular heartbeat of the music; its steady beat. • long and short sounds or patterns that happen over the pulse. • high and low sounds. • the speed of the music; fast or slow or in-between. • how loud or quiet the music is. • all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • layers of sound. Layers of sound working together make music very interesting to listen to. • every piece of music has a structure e.g. an introduction, verse and chorus ending. • the link between sound and symbol. <p>Also for this unit:- Gender, racism, rap, lyrics, turntablist, DJing, producer, electronic and acoustic sounds, culture, identity</p> | Resources | |
| | | Laptops Charanga YUMU Classroom instruments Children's own instruments Variety of female musical artists to be inspired by | | | |

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

| | By the end of KS2 |
|--|--|
| | <ul style="list-style-type: none">• Talk about the music of featured artists• Talk about any musical connection with previous knowledge and understanding• Begin to talk about the impact of the artist's family and culture on their music• Be able to talk about how they planned and wrote their composition• Present the composition using given online tools and musical knowledge• Create lyrics and melody that has a structure and theme• Perform in an interesting and engaging way• Reflect on strengths and weaknesses in music making |