




Music Knowledge Organiser (Year 6)

Beneath Our Feet

Key Vocabulary

Duration	The length of a note or sound
pulse 	The steady beat felt throughout the music - <i>you might tap your toe in time with the music.</i>
rhythm	This follows the pattern of the words. You can clap the rhythm of the words.
Timbre	The unique sound of an instrument
Xylophone	Tuned percussion instrument traditionally made of wood
Harmony	Using different notes to create chords that when played together compliment the melody line
Polyphonic	When music has lots of different melody lines being played at the same time
Graphic Score	A way of writing music using pictures or symbols for different sounds.
Melody	A tune for a song or the main tune in a piece of music that isn't a song.
Musical Quotation	Small snippet of music, like a motif.
Lyrics	The words that are written to go with a melody
Compose	To write a piece of music yourself.
Rehearse & perform	To practise and then perform a piece of music.

Key Knowledge

- Soundscapes are like a tapestry of sounds that come together in a given place, all kinds of sounds can be used like engine noises, human noises and noises from the environment like wind, sea, and rain.
- Many different creatures live underground, like worms, moles, rabbits and centipedes.
- People sometimes work underground. They might dig for minerals like coal or tin; they might drive an underground train.
- Fossils are the remains of creatures that lived millions of years ago. You can find them in our local area.
- Graphic Scores make it easier for everybody to be able to read and play music because it uses pictures instead of music notes.
- Composers write music to tell stories and make you think about certain places or countries.

What you have already learnt in Year 5

- contrast the works of composers and explain my preferences?
- describe, compare and evaluate music using musical vocabulary?
- improvise within a group using melodic and rhythmic phrases?
- change sounds or organise them differently to change the effect?
- choose the most appropriate tempo for a piece of music?
- maintain my part whilst others are performing their part?
- use notation to record groups of pitches (chords)?
- suggest improvement to my own work and that of others?

What you will have learnt by the end of this unit.

I am learning to :-

- Listen to music more intently and to focus on a given instrument or sound.
- Play a melody following staff notation written on one staff and using notes within an octave range
- To write to a specific brief.
- Be able play more complicated rhythms.
- Continue to develop my skills to play as a soloist or as part of an ensemble.
- Evaluate my work using musical terminology
- Understand how piece of music are constructed.

Let's Listen! Camille Saint-Saens

- A French composer who created a piece of music about fossils, part of a suite of music called Carnival of the Animals. He began to learn to play the piano when he was 2 ½ years old!

<p>My skills and knowledge that I may use from other subjects - (Include where there may be opportunities to use other subjects)</p> <p>Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p> <p>What you will have learnt by the end of your Key Stage - (Include the expectations for the end of Key Stage for this area of study)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 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 and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music. 	<p>Opportunities for teaching Diversity, Equality (including protected characteristics) and expanding Cultural Capital –</p> <p>Intent</p> <p>Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.</p> <p>Impact</p> <p>The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.</p>	<p>Key Skills I will Learn/Use - (include the key skills that will be intertwined with the knowledge learning LINK)</p> <p>Singing</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Continue to sing three- and fourpart rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. <p>Listening</p> <p>Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <p>Composing- Improvisation</p> <p>Create music with multiple sections that include repetition and contrast.</p> <ul style="list-style-type: none"> • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Notation</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>	<ul style="list-style-type: none"> • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations. <p>Composing</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. <p>Performance</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.
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Recall and Remember - Now we are at the end of our topic - Beneath Our Feet how much do you know now? Prove it!



or



Can I compose melodies from a given start point?	
Can I combine different notes to create an effective piece?	
Can I describe what harmony is in a piece of music and use words to describe the tonality eg major/minor/ polyphonic/chordal?	
Can I suggest improvements to my own and others work?	
Can I recognise the work of Saint-Saen?	
Can I suggest improvements to my own and others work using musical vocabulary?	
Can I perform my part confidently?	
Can I identify a which section of an orchestra is playing the melody(tune)?	