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| Hinguar Primary School and Nursery - SECAT | | | | |
| Knowledge Organiser | | | | |
| Music | Year Six | Autumn Term | | Happy and Classroom Jazz 2 |
| Prior Knowledge | | Application of Knowledge | | |
| * Children are able to find the pulse independently * Children will have knowledge of the inter-related dimensions of music (Pitch, duration Dynamics) and will be able to demonstrate it in their playing. * Children will be able to play using a variety of instruments. * Children are able to compose basic music using duration and pulse. * Children will be able to read basic notation with notes underneath. * Children know there is more than one way to read music depending on your instrument | | * Understand that by using the inter-related dimensions of music together you can create music to express anything. * Build upon knowledge of composers and genres through listening and appraising activities * Use understanding of notation to read and create music without notes underneath. * Compose to topic song using a variety of notations. * Use correct terminology when talking about music and the inter-related dimensions. * Build upon knowledge of instrumental families and their characteristics. * Improvise to topic song without call and response. | | |
| What will I know by the end of this topic? | | Key Vocabulary | | |
| I can demonstrate good bow hold.  I know how to describe the structure of a song or piece of music.  I can improvise over a song using at least 4 notes.  I can read notation but may need letters underneath when playing.  I can compose using notation and can edit my composition when a note doesn’t sound right.  I know the characteristics of all the instrumental families and can assign instruments to their families.  I can describe the texture of a piece in more detail. | | Rhythm | A set of duration patterns played over the pulse | |
| Pizzicato | Term for string instruments meaning to pick. | |
| Arco | A term for string instruments meaning use your bow. | |
| Structure | How a song or piece of music is put together. | |
| Texture | How thick or thin a piece of music sounds. | |
| Compose | To make up and record a song or piece that you have made up. | |
| Improvise | To make up a piece of music or pattern on the spot but not record it. | |
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