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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.
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| 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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