



Preston Primary School Knowledge Organiser

During our music long enquiry this half term, we will be learning how to play the glockenspiel and how to sing a variety of different songs.

We will learn to recognise and play contrasting sections of music. We will also recognise that music can be a melody and accompaniment and to perform this way.

Children will learn to recognise, sing and play using repeated patterns and link this to the structure of music.

We will also learn about composing music and that 'notation' means to write music down so that someone else can play it. During this unit we will have a go at composing some of our own pieces of music.

All children will also have the opportunity to perform their music and learn performance skills throughout the enquiry.

Topic: Music—How does music bring us together?

Term: Summer 1

Year: Unit 3

Duration: 4 weeks

Singing

- I can confidently learn to sing a song, both aurally and visually, as part of a group and/or solo.
- I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.
- I understand that phonetics create various sounds when singing.
- I can sing expressively, paying attention to articulation and phrasing.
- I can confidently follow the leader or conductor of a group.
- I can discuss in depth how the song connects to the world.

Instrumental Playing

- I can rehearse and play a melody line aurally and/or visually, in various keys, with an understanding of accidental notation.
- I can play securely with good levels of accuracy, as a soloist or/and as part of an ensemble.
- I can rehearse and perform some or all parts in the context of the unit song.
- I can follow musical directions.
- I can use instruments respectfully.
- I can demonstrate excellent posture and consistently good technique when playing my instrument.

Improvisation

- I can improvise within a major scale, using one to five notes.
- I can use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation.
- I can improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests.
- When improvising, I have a clear vision of key, structure and relevant use of the home note.

Composition

- I can compose a simple melody over a chord progression that starts and ends on the home note.
- I can use music technology effectively to capture, edit and combine sounds.
- I can compose a basic song accompaniment using pulse, rhythm and pitch.
- I can compose using a pentatonic scale.
- I can recognise that melody can move in steps or leaps. The space between notes is called an interval.
- I can use a simple structure when composing - I know that there is a start, a middle and an end.
- I can use simple dynamics and tempo to express loud/quiet and fast/slow.
- I can compose using notation from a chosen key.

What I have already learnt:

Children in Year 1/2 learnt:

- To sing loudly and quietly and notice the effects of this.
- How to stop and start singing from a hand signal.
- To notice that music can be one voice/sound or can be a combination of voices/sounds.
- To recognise and perform songs that have a verse and a chorus.

What I will learn:

In Year 5/6, children will learn:

- To recognise and sign high/low parts in a 2-part harmony.
- To notice crescendo/decelendo and to perform using this.
- To choose the appropriate tempo to perform a song at.
- To recognise that texture can vary within a piece.
- To notate their own rhythmic compositions.

Rehearse and Perform

- I can play and perform in solo or ensemble contexts, following stave notation with confidence.
- I can explain why a song was chosen and in what context, including historical information about the piece.
- I can effectively communicate the meaning of the words and articulate them clearly.
- I can reflect on my performance and how well it suited the occasion.
- I can discuss and reflect upon my performance to improve upon future performances.

Vocabulary	Definition
Staves	Imagine staves as lines on which musical notes are written. They look like horizontal lines with little spaces between them, like the lines on a piece of paper where you write music.
Clefs	Clefs are symbols that tell musicians which notes belong to which lines or spaces on the staff. They're like special signs that help us know which notes to play.
Crotchets	Crotchets are musical notes that last for one beat. They look like filled-in circles with a stick attached to them.
Minims	Minims are musical notes that last for two beats. They look like filled-in circles with a stick attached to them, but the circle is not filled completely.
Paired quavers	Quavers are musical notes that last for half a beat each. Paired quavers are two of these notes joined together, each lasting for half a beat, so together they last for one beat.
Pulse/beat	Pulse or beat is like the heart of music. It's the regular thumping or tapping that you feel when you listen to music. It's what makes you want to dance or clap along.
Rhythm	Rhythm is how musical notes and beats are arranged in a piece of music. It's like the pattern of beats and sounds that you hear in a song.
Pitch	Pitch is how high or low a musical sound is. Imagine it like climbing a musical ladder – some sounds are higher up (like when you hear a bird chirping) and some are lower down (like when you hear a big drum).
Tempo	Tempo is how fast or slow the music is played. It's like the speed at which you walk – sometimes you walk quickly, and sometimes you walk slowly. Tempo is how fast or slow the music goes.
Dynamic	Dynamics are how loud or soft the music is played. It's like the volume control on your TV or radio – sometimes you want it loud, and sometimes you want it quiet.
Timbre	Timbre is the unique quality of a sound that makes it different from other sounds. It's what makes a piano sound different from a trumpet or a bird chirping sound different from a dog barking.
Texture	Texture in music is like the way different musical parts fit together to create the overall sound. It's like the different ingredients in a recipe – they all come together to make something delicious!
Composing	Composing is when you create your own music. It's like being a chef in the kitchen, mixing different musical notes, rhythms, and sounds together to make a new piece of music that's all your own.

Key skills focus – structure/texture/notation

- To explore and recognise loud and quiet sounds.
- To sing loudly and quietly.
- To explore and recognise loud and quiet sounds as a range.
- To sing loudly and then softly, noting the different effects.
- To recognise that music can be one voice / sound or more in a combination.
- To recognise that music can have layers of different sounds.
- To recognise that a piece of music can have more than one section and that these may contrast.
- To recognise and sing a song with a verse and a chorus.
- To start and stop singing and playing from a signal.
- To recognise that music can be represented by pictures or symbols.
- To use pictures to represent their sounds / music.

