

## Subject Knowledge Organiser – Music Year 5/6 - Summer (2) 2023 Changes from summer 1 are in red.

Key Music Concepts	What you have already learned	What you will have learned by the end of the unit	What you will have learned by the end of the key stage	Key Vocabulary
<p>Performance Composition Listening Singing Instrumental</p> <p><b>Key Skills</b></p> <p><b>Respond thoughtfully</b> to music by using the vocabulary on this sheet to give an opinion.</p> <p><b>Give your own views</b> on dynamics and tempo when composing and performing.</p> <p><b>Connect ideas</b> from listening to music with your own performance.</p>	<p><b>Listening:</b> Describe music using basic musical words for tempo and dynamics. Clap rhythm and beat.</p> <p><b>Composing:</b> compose a rhythm using crotchets, quavers and rests. Notate on a percussion staff.</p> <p><b>Performing:</b> clap rhythm using French time names before singing; sing in tune, breathe well, use dynamics in singing. Play own part securely Gamelan piece.</p>	<p><b>Listening</b> Learn and then use independently use the full range of vocabulary for tempo and dynamics. Describe structure, texture. Use these to give your opinion about the music.</p> <p><b>Composing</b> <b>Y5:</b> Use the notes of C major to create chords of 3 notes in the treble clef. Notate 4 bars on a staff using crotchets, quavers, minims and rests</p> <p><b>Y6:</b> as for Year 5 plus semiquavers and semibreves.</p> <p><b>Performing</b> Show control, phrasing and expression. Use dynamics, including crescendo and diminuendo. Hold a drone harmony in a song chorus.</p>	<p><b>Sing and play</b> musically with confidence, expression, fluency, control and accuracy, alone and in a group.</p> <p><b>Compose</b> using all the elements of music</p> <p><b>Listen</b> with attention to detail and develop good aural memory</p> <p>Use staff notation and other notations</p> <p>Appreciate and understand a wide range of music.</p>	<p><b>Tempo</b> The speed at which a piece of music is played. Tempo is measured in beats per minute (bpm)</p> <p><b>Dynamics:</b> how loud or soft a piece of music is. Dynamics are an important way of conveying the mood of a piece and your use of dynamics is an important element of your performance. Composers use dynamics to change the mood.</p> <p><b>Rhythm</b> is the pattern of long and short notes and rests as you move through the song. You could guess a song from someone clapping the rhythm.</p> <p><b>Structure:</b> in Death and the Maiden there are two different parts – we call this structure <b>binary form</b>.</p> <p><b>Harmony:</b> two or more notes played at the same time.</p> <p><b>Chord:</b> a harmony with three or more notes played at the same time. Chords might sound good together or may make an awkward sound: we call this <b>dissonance</b>.</p> <p><b>Texture</b> in music refers to different layers of sound in a piece of music. Layers of sound are the different things which are happening at the same time in a piece of music. There could be a guitar playing, a voice singing and drums playing</p> <p>Texture is an important part of music because it can determine how the music affects us - or 'feels'</p>
	<p><b>My skills and knowledge I may use from other subjects</b></p> <p><b>History:</b> place composers on a timeline;</p> <p><b>Maths:</b> equivalent fractions – crotchet=1 beat and quaver=half a beat; semi-quaver=quarter of a beat</p> <p><b>RE</b> significance of music in worship;</p>	<p><b>Diversity, Equality, SMSC and Safeguarding</b></p> <p>Learn some other folk songs and say why they are important</p> <p>Find out about the importance of folk music in the Whitby area</p> <p><b>Listen to other ska songs chosen by your teacher with a message of equality or social justice.</b></p> <p><b>Safeguarding:</b> Always have adult present if listening to music online. Playing and listening to music are good for mental health/</p> <p><b>What can you remember?</b></p> <p>Clap a rhythm using different note values Use tempo and dynamics to clap it in a different way. Say the French time names for your rhythm <b>Name four types of music that you have listened to.</b></p>		

## Key Knowledge

### The Scale of C Major

Don't write the note names under the notes on your composition!



### How to compose a melody using chords

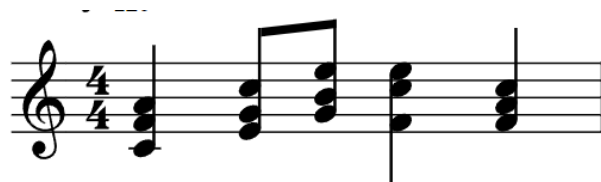
First, compose a rhythm.



Now, use the same rhythm but place the notes chosen from the scale of C major on a staff with a treble clef.



Next, add notes from the scale of C major that you will play at the same time as the notes you have written. You can choose any notes: they might sound good, or they might sound awkward. Choose notes that will help show a spooky character.



### Types of Music

**Death and the Maiden** is **Western Art Music** from Germany. This song tells a made-up story of the character representing Death, who is chasing a girl. She is scared, but he tells her there is nothing to be scared of. It is in **binary** form: the first part represents the girl and the second part represents the character of Death.

**Ergen Deda** is **folk music** from Bulgaria. It is for singing and dancing. It contains dissonant harmonies and different textures.

**Klezmer music** originated in Eastern Europe among Jewish people. It is built upon eastern European music in the Jewish tradition.

**Ska** music is British music for singing and dancing. It combines Jamaican and Caribbean rhythms and punk rock. It has a quick tempo and exciting rhythms and often uses several brass instruments. Songs often have a message of equality or social justice.

### French time names:

use these to clap the rhythm you compose.

Values	
Notes	Rests
Ta <del>Quarter note</del> Crotchet	Sa <del>Quarter rest</del> Crotchet rest
Ta-a <del>Half note</del> Minim	Sa-a <del>Half rest</del> Minim rest
Ta-a-a <del>Dotted half note</del> Dotted minim	Sa-a-a <del>Dotted half rest</del> Dotted minim rest
Ta-a-a-a <del>Whole note</del> Semibreve	Sa-a-a-a <del>Whole rest</del> Semibreve rest
Ta-ta-ta <del>Quaver note</del> Quaver	Sa <del>Quaver rest</del> Quaver rest
Ta-fe-fe-fe <del>Sixteenth note</del> Semi-quaver	Se <del>Sixteenth rest</del> Semi-quaver rest