



Year 5 – Spring 1 - Music Knowledge Organiser

What I already know...

The Samba work in Year 4 reinforced work started in Year 3:

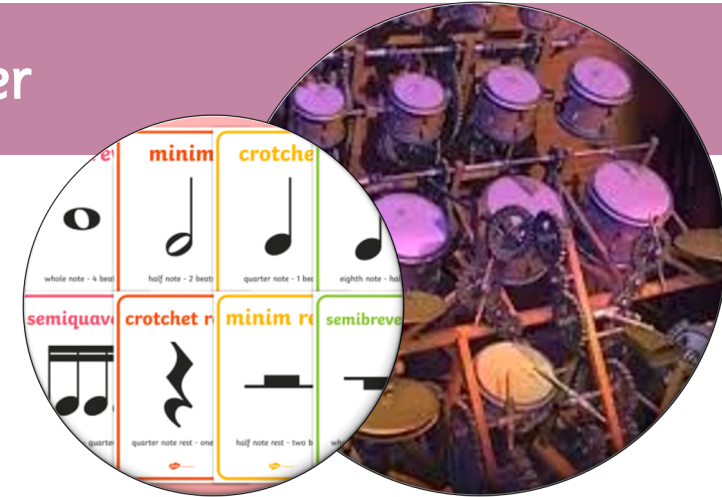
- The difference between rhythms on and off the beat (syncopated)
- Reading standard notation for crotchets, paired quavers, minims and crotchet rests
- How to maintain a part confidently when performing
- Playing ostinato rhythm patterns, often based on word patterns, keeping a steady pulse & dynamic changes.

What I will learn...

- To understand the difference between crotchets, paired quavers, minims, semibreves, semiquavers and rests
- To recognise that music can be created entirely through body percussion and vocal sounds
- To explore how rhythms can be created, layered & combined to produce a range of textures, dynamics & musical interest.
- To know how time signatures change the beats per bar
- Begin to know treble clef pitch notation
- Comment on own and other people's performances using vocabulary learnt

Key Vocabulary - RHYTHM

canon	2 or more parts play the same musical idea at different times
melody	A group of notes played after one another to make a tune
minim	A 2 beat note
Pentatonic scale	A 5 note scale (1st, 2nd, 3rd, 5th & 6th notes of a scale)
phrase	A musical sentence
bar	A specific number of beats grouped together with a bar-line
genre	The style of music
texture	How layers of sound within a piece of music interact
semiquaver	A quick note, 4 semiquavers in 1 crotchet
semibreve	A 4 beat note
stave	5 horizontal lines that represent different musical pitch
timbre	The quality of sound that makes instruments sound different



Making a difference at The Merton and beyond

The children will listen to a wide variety of music including Animusic and Stomp. They will use graphic & formal notation and use rhythm grids to compose music. They will be challenged to work in small teams to write a piece of music to accompany an animated clip called 'Drum Machine'. This will require listening to & respecting each others ideas, including everyone to make a team performance, which demonstrates a variety of rhythms.

How to be a musician...

Disciplinary Knowledge: music skills I will learn...

- Create and perform different rhythms and play them confidently within a set structure & a range of time signatures
- Confidently maintain an independent part while playing an instrument in a small group
- Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse
- Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.