



# Year 6 – Spring 1 - Music Knowledge Organiser

## What I already know ...

- 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

## What I will learn...

- Know the differences between semibreves, minims, crotchets, paired quavers, semiquavers & their rests
- Know how time signatures change the beats per bar, recognising the differences between 2/4, 3/4 and 4/4 time signatures
- Understand treble clef pitch notation for a full octave
- That improvising can be played over a groove
- Know how a piece of music can be structured into ternary form
- Recognise how instruments can be played in different ways to create different timbres

## Key Vocabulary—RHYTHM

Time signature	Depicts how many beats are in a bar
genre	The style of music
Octave	A group of 8 musical notes
groove	Persistent repeated units, giving a feel of swing
improvise	Composing music while performing it without notation
ternary	A piece with 2 parts, performed ABA
semiquaver	A note worth 1/4 a beat
semibreve	A note worth 4 beats
ostinato	A repeated musical phrase or rhythm
texture	How layers of sound within a piece of music interact
timbre	The quality of sound that makes instruments sound different
phrase	A musical sentence



## Making a difference at The Merton and beyond

The children will listen to music from a variety of genres that use different time signatures. They will gain confidence identifying rhythms both visually & aurally. In small groups, they will work together to explore musical arrangement, structure & texture in their composing. They will be encouraged to make constructive comments/suggestions on the work of other groups. They will have opportunities to perform as individuals as well.

## How to be a musician...

### Disciplinary Knowledge: music skills I will learn...

- Use a variety of timbres and techniques when creating music
- Use and respond to basic musical symbols including standard notation
- Create and play contrasting rhythms within a range of time signatures
- Maintain a rhythmic part in group performance with an awareness of structure.