



Staccato

and

Legato

Detached = **Staccato**  
Smooth = **Legato**

**Articulation**

Music Knowledge Organiser  
Rhythm and Pulse- **Duration** and **Tempo**  
Year 5



**Internalise**  
Keep it in your head.



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**DYNAMICS**  
soft the "volume" of the sound LOUD

LOUD = **forte** GETTING LOUDER = **crescendo**  
QUIET = **piano** GETTING QUIETER = **decrescendo**  
VERY LOUD = **fortissimo** VERY QUIET = **pianissimo**  
MODERATELY LOUD = **Mezzo forte**  
MODERATELY QUIET = **Mezzo piano**

**TEMPO** = The speed of the beat

**Allegro** Fast

**Adagio** Leisurely

Getting faster = **Accelerando**  
Getting slower = **Rallentando**



Treble clef



Bass clef

To be able to keep a steady beat and keep in time within a piece of music and respond to changes in TEMPO with growing accuracy.

To perform in unison or three simple parts and to hold their part (TEXTURE) with pulse, rhythm and ostinatos when chanting, singing and playing untuned instruments.

To begin how many beats in the bar.

To follow a leader and copy a rhythm, repeated pattern.

**RHYTHM** = a musical pattern

= **Crotchet** (Ta) = 1 beat

= **Quavers** (Te - te) = 2 x 1/2 beats

= **Crotchet rest** (Sshh) = 1 silent beat

= **Minim** (Ta - a) = 2 beats

= **Semi-brieve** = 4 beats

**Texture**

how many parts or layers of sound



solo, duet, or ensemble chords or counterpoint

An **OSTINATO** is a repeated pattern

**Unison** = together

= Beat /Pulse

= 4 's in every bar

= 3 's in every bar

= 2 's in every bar

= **Stave**

To read and respond to rhythmic patterns following stick notation and begin to use note names

To compose and invent their own 4 beat rhythmic patterns using stick notation and change in DYNAMICS of up to 8 to 12 beats.

To use untuned instruments to accompany, play simple rhythms and keep the pulse.

To improvise rhythm patterns as part of a class performance.

To compose sequences in groups, building and reducing layers of movement



# Music Knowledge Organiser

## Music Appreciation

### Year 5



### Rock Music

Rock music originated in America in 1940s.  
Typical instruments are: Electric Guitar, bass, vocals, keyboard and piano.  
Key characteristics: Strong beat, simple melody that repeats and lyrics linked to young people and their culture.

SEE PREVIOUS YEAR AS A REMINDER OF BASICS

To understand the historical context of the genre- where the music originated etc.  
To compare two songs and discuss the similarities and differences.



### Pop Music

Pop music originated in America in 1960s.  
Key characteristics: Good rhythm, catchy lyrics, repeated verse, chorus, easy to sing along too.  
Typical instruments are: Bass, acoustic and electric guitars, vocals and a drum kit.  
In more recent pop music, artists tend to sing and dance and have a band that play instruments.  
Songs can tell real stories  
Pop stars can become idols to young people

Listening:  
Develop pupils understanding of the stories, origins, traditions, history and social context of the music they are listening too.



# Music Knowledge Organiser

## Pitch Year 5

An **Ostinato** is a repeated pattern



**CONDUCTOR**  
A leader for a group to follow

### Sticky knowledge

**Pitch** - high and low notes within a scale.  
To sing at **Pitch** means you sing the same note as the one being played.

**Scale** - 8 notes that get higher and lower.

**Melody** - is the tune of a song and is made up of many different musical notes.

**Timbre** - the different types of sound e.g Hum, whisper

**Texture** - three different parts performing at the same time

**Accompany** - 'play along with a group or an individual.'

**Improvise** - to make up.

**Lyrics** - are the words of a song/chant.

**Aural memory** - to remember what you have heard.

**Internalise** means sing or chant in your head and not to sing or chant it out loud.

**Pentatonic Scale** - this scale has 5 notes in it - C, D, E, G, A.

**Major scale** - happy sounds

**Minor scale** - sad sounds

**Drone** - a long sustained note or chord

A **chord** is made up of two or three different notes played together e.g. **C**, **E** and **G** all played at the same time.

**Ternary Form** - verse, chorus, verse, chorus, end

**Notes on the lines**

**Noted pitch and rhythm patterns are written on the STAVE as musical notes.**

**Music stave**

5 lined musical stave based on notes written on the lines and in the spaces

**Treble clef**

**Bass clef**

**Notes in spaces**

**LOW**      **HIGH**

**C**

**re**      **mi**      **so**      **la**

**D**      **E**      **G**      **A**

**An 8 note scale is an octave. Do - Do**



# Music Knowledge Organiser

## Music Appreciation

### Year 5



Benjamin Britten



Ralph Vaughan Williams

### Classical Music

**Benjamin Britten** – English composer, conductor and pianist of 20<sup>th</sup> Century.

**Ralph Vaughan Williams** – an English composer who wrote Operas, Ballets and Chamber Music.



Nat King Cole

### Jazz Music

**Nat King Cole** – An American Jazz pianist and actor

Listening:  
Develop pupils understanding of the stories, origins, traditions, history and social context of the music they are listening too.

SEE PREVIOUS YEAR AS A REMINDER OF BASICS

To understand the historical context of the genre- where the music originated etc.

To compare both genres and discuss the similarities and differences.

Were Britten and Vaughan Williams similar in their style?



**Staccato**

and

**Legato**

Detached = **Staccato**  
Smooth = **Legato**

Music Knowledge Organiser  
Instrumental Term 5  
Year 5

An **OSTINATO** is a repeated pattern



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**TEMPO** = The speed of the beat

Fast – **Allegro**  
Slow - **Adagio**

Getting faster = **Accelerando**  
Getting slower = **Rallentando**

Untuned percussion instruments

tambourine 	maracas 	handbells 	glockenspiel 	drum 	cymbals 
triangle 	guiro 	finger cymbals 	rainstick 	cabasa 	seed rattle 
castanets 	jingle bells 	claves 	double woodblock 	egg shakers 	

Tuned percussion instruments

To echo and play 8 beat rhythmic patterns accurately in unison and in two parts.

To play untuned rhythms based on their own notation.

To compose 8 beat rhythmic patterns and perform, creating multiple layers of sound.

**RHYTHM** = a musical pattern that can be based on words.

= **Crotchet** (Ta) = 1 beat

= **Quavers** ( Te – te) = 2 x ½ beats

= **Crotchet rest** (Sshh) = 1 silent beat

= **Minim** (Ta – a) = 2 beats

= 4 ❤️ in every bar

= 3 ❤️ in every bar

= 2 ❤️ in every bar

**Texture**  
how many parts or layers of sound

solo, duet, or ensemble  
chords or counterpoint

**timbre**

The particular tone that distinguishes a sound or combination of sounds.

**Rhythm notation**

**Unison** = together



**Internalise** Keep it in your head.

LOUD = **forte** GETTING LOUDER = **crescendo**  
QUIET = **piano** GETTING QUIETER = **decrescendo**



# Music Knowledge Organiser

## Music Appreciation

### Year 5



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### Folk/World Music

World Spanish Traditional  
Flamenco music



### Country Music

Shania Twain

Listening:  
Develop  
pupils  
understanding  
of the stories,  
origins,  
traditions,  
history and  
social context  
of the music  
they are  
listening too.

SEE PREVIOUS YEAR AS A REMINDER OF BASICS

To begin to identify Musical elements in their listening- changes in tempo, dynamics, texture

To begin to use Musical terminology when appraising

To give their thoughts, opinions and feelings when listening to the genre and respect the thoughts/feelings of others