



**Staccato**

and

**Legato**

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

**Articulation**

Music Knowledge Organiser  
Rhythm and Pulse- **Duration** and **Tempo**  
Year 6



**Internalise**  
Keep it in your head.



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Drone - A sustained sound, which could be a single note or a chord.

**DYNAMICS**  
the "volume" of the sound

**soft** **LOUD**

**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 be able to play a DRONE (Chord)

To be able to identify the time signature (how many beats in the bar.)

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

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

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

**Unison** = together

Solo – individual  
Duet – two parts (Round)  
Ensemble – three or more parts (Canon)

**RHYTHM** = a musical pattern

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

= **Quavers** (Te – te) = 2 x ½ beats

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

= **Minim** (Ta – a) = 2 beats

= **Semi-brieve** = 4 beats

= Beat /Pulse

**Time Signature**

= 4 's in every bar

= 3 's in every bar

= 2 's in every bar

**Staff** = 5 lines that notated music is written on

To perform passages of rhythm in a round or canon and be able to hold their part - instrumentally and instrumentally.

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 16 beats long.

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

To improvise rhythm patterns as part of a class performance.

An **Octave** is an 8 note scale

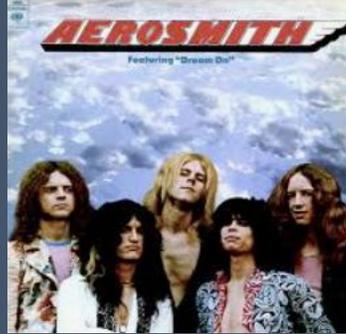
An **OSTINATO** is a repeated pattern



# Music Knowledge Organiser

## Music Appreciation

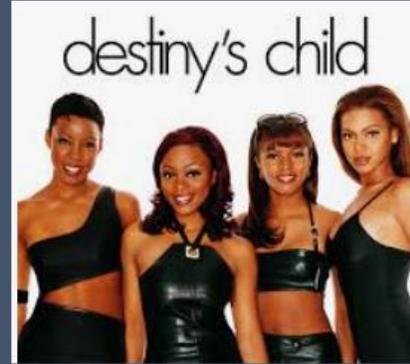
### Year 6



## 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



## 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.

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

To compare two songs and discuss the similarities and differences.

To identify the texture and timbre within the pieces of music- verse, chorus, is it a duet or solo etc



An **Ostinato** is a repeated pattern



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

# Music Knowledge Organiser

## Pitch Year 6



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### 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**

Do Re Mi Fa Sol La Ti Do

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

**Music stave**

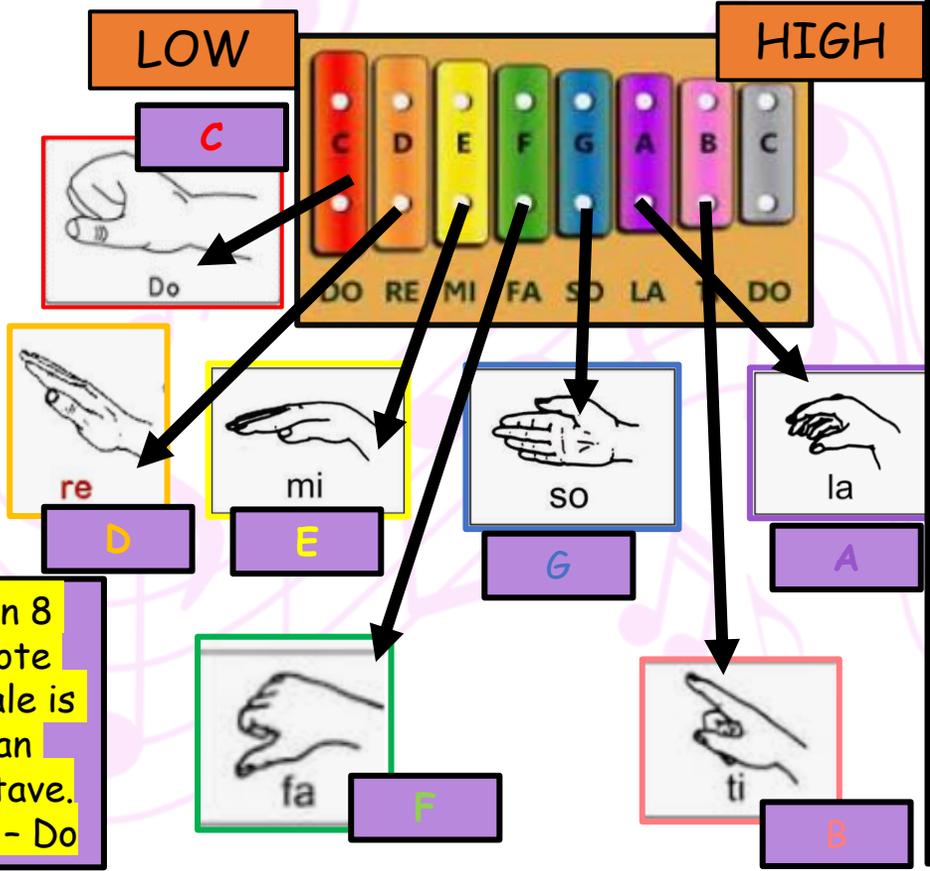
5 lined musical stave based on notes written on the lines and in the spaces

**Treble clef**

**Bass clef**

**Notes in spaces**

An 8 note scale is an octave. Do - Do





# Music Knowledge Organiser

## Music Appreciation

### Year 6



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Gustav Holst



Sergei Rachmaninoff

## Classical Music

**Gustav Holst** – English composer, arranger and music teacher.

**Segei Rachmaninoff** – Russian composer, pianist and conductor



Miles Davis

## Jazz Music

**Miles Davis** – American jazz trumpeter, band teacher and composer.

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 genres and discuss the similarities and differences.

To identify key pieces of music that the composers are famous for.

To identify the texture and timbre within the pieces of music- verse, chorus, is it a duet or solo etc



**Staccato**

and

**Legato**

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

Music Knowledge Organiser  
Instrumental Term 5  
Year 6

An **OSTINATO** is a repeated pattern



**TEMPO** = The speed of the beat  
Fast – **Allegro**  
Slow - **Adagio**  
Getting faster = **Accelerando**  
Getting slower = **Rallentando**

**IMPROVISE** - create or perform without preparation

**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

**Rhythm notation**

**Unison** = together



**Internalise** Keep it in your head.

**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 create layers of sound using ostinatos.

To play untuned rhythms with accuracy based on their own notation.

To read/improvise 8 beat rhythmic patterns and notations.

= 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.

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



# Music Knowledge Organiser

## Music Appreciation

### Year 6



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### Folk/World Music

Ladysmith Black Mambazo



### Country Music

Glenn Campbell

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

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