





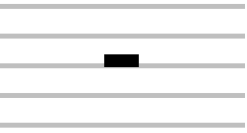


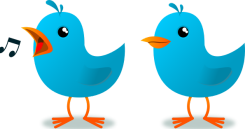


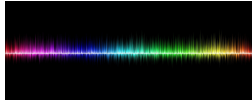




## Reception - Music Knowledge Goals Spring 1

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|   | <p>When we sing, we stand up straight and relax our arms.</p>                                    |
|   | <p>A rhythm is the pattern of beats that we can sing and clap along to e.g. London's Burning</p> |
|   | <p>You can change your voice to sing loudly and quietly</p>                                      |
|   | <p>You can change the rhythm of the song to go fast and slow</p>                                 |
|  | <p>All songs have a pulse that you can clap or play along to e.g. 1 2 3 4</p>                    |

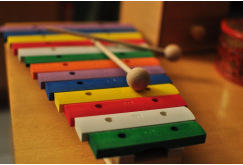


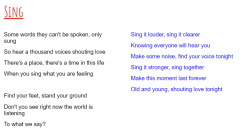

## Reception - Music Knowledge Goals Spring 2

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|---|---|
|    | Instruments can be played in lots of different ways: tap, shake             |
|    | When music is quiet it is called a rest                                     |
|    | Some sounds are loud and some sounds are soft                               |
|   | You can change the way you play to make loud and soft sounds                |
|  | You can use instruments in different ways to copy sounds like animal noises |





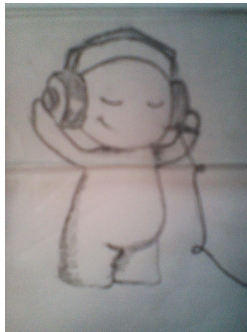
## Year 1 - Music Knowledge Goals Spring 1

|   |  |
|---|--|
|  | <p>A drone is a long continuous sound that plays in the background of music.</p>               |
|  | <p>An ostinato is a short sequence of notes.</p>   |
|  | <p>An ostinato can repeat and create a song.</p>   |
|  | <p>We can create mood by changing dynamics (volume) and duration (how long the notes are).</p> |
|  | <p>When performing, focus on the music you are playing and keep in time.</p>                   |

## Year 1 - Music Knowledge Goals Spring 2

|  |   |
|--|---|
|   | <p>A xylophone is a wooden percussion instrument with notes- tuned.<br/>When we play a xylophone, we hold the beater loose in our hand, by the end.<br/>The letters on the xylophone are notes.<br/>We play a rhythm in time with our talking Easy E (EE E)</p> |
|   | <p>Improvising is making up music. This can be any rhythm we want but we can use words to say rhythms.</p>  |
|   | <p>Different songs have different rhythms and styles.<br/>We need to play in time to hear the rhythm.</p>   |
|   | <p>Songs are split into parts.<br/>When they are played together they make a song.</p>  |
|  | <p>Composing is writing your own music.<br/>You can write down the notes that you want to play.</p>   |

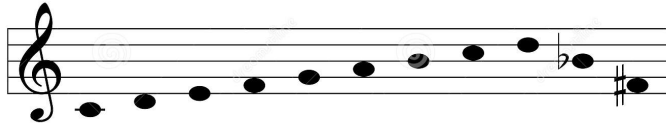
## Year 2 - Music Knowledge Goals Spring 1

|  |   |
|--|---|
|  <p>C MAJOR SCALE<br/>C D E F G A B C</p> | <p>An ostinato is a short sequence of notes that repeats. They come together to make songs</p>          |
|  <p>C MAJOR SCALE<br/>C D E F G A B C</p> | <p>We can record using notes. These are letters - e.g. ABCDEFG</p>                                      |
|  <p>Pattern</p>                           | <p>Adding ostinatos together make a sequence of music</p>   |
|   | <p>Florence Nightingale was an inspirational figure. The music should be inspirational and exciting</p> |
|    | <p>The mood will be 'jolly' when she is working and 'intense' when she is in battle.</p>                |

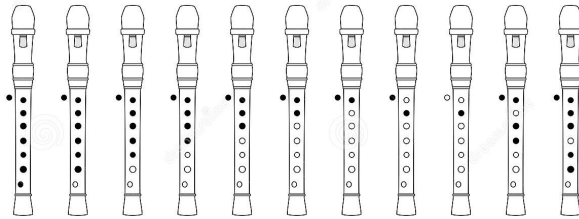
## Year 2 - Music Knowledge Goals Spring 2



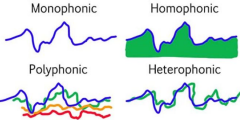
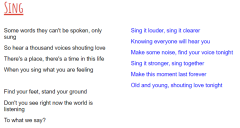
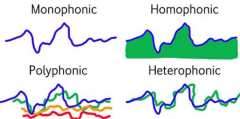


Recorder is a Woodwind instrument  
To play it you blow on the mouthpiece whilst covering the holes  
To play a note, you need to release some of the holes:



**C<sup>1</sup>** **D<sup>1</sup>** **E<sup>1</sup>** **F<sup>1</sup>** **G<sup>1</sup>** **A<sup>1</sup>** **B<sup>1</sup>** **C<sup>2</sup>** **D<sup>2</sup>** **B<sup>b1</sup>** **F<sup>#1</sup>**  
*do re mi fa sol la si do re sib fa#*



## Year 3 - Music Knowledge Goals Spring 1

|   |   |
|---|---|
|    | <p>Music can be split into parts which helps add more texture and become more of a conversation.</p>                        |
|    | <p>Songs have choruses that repeat and verses that change. Usually Verse chorus verse chorus</p>                            |
|    | <p>Texture is how many layers of sound there are and it builds up in a chorus</p>   |
|    | <p>Pitch is how high and low notes are and this can change to make a melody</p>   |
|  | <p>Light music will be high and fun, dark music will be low and creepy<br/>Thicker textures builds up to create tension</p> |

## Year 3 - Music Knowledge Goals Spring 2



Music can be used to represent scenarios, feeling and emotions.  
Battle music has been used in History to intimidate opponents. It is often a steady beat.



The texture changes in music to either build up or down.  
When it builds up it can create a tension and reach a climax



In battle music, you can use lots of rhythms to represent elements of the battle

- Marching - steady beat
- Fighting- loud thick texture
- Aftermath- quiet, solemn or victorious


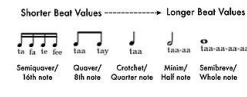





Changing the texture and dynamics helps indicate what element of the battle is taking place  
It helps to build up the intensity of the battle  
It creates an atmosphere of suspense and drama




When performing, keep in time with the pulse of the battle. Play with an awareness of texture and dynamics.

## Year 4 - Music Knowledge Goals Spring 1

|   |  |
|---|--|
|  <p>C MAJOR SCALE</p> <p>C D E F G A B C</p>   | <p>An ostinato is a short sequence of notes that can be repeated to create a song. Ostinatos can be calming as they are repetitive and easy to listen to.</p>  |
|  <p>Shorter Beat Values -----&gt; Longer Beat Values</p> <p>Semiquaver/ 16th note    Quaver/ 8th note    Crotchet/ Quarter note    Minim/ Half note    Semibreve/ Whole note</p> | <p>To compose an ostinato we need to have a rhythm pattern that changes pitch. You can record this by using symbols   (slug) -  _  (spider)- and the notes you will be using</p>   |
|  <p>Pattern</p>  | <p>We can add different ostinatos together to make a longer tune. This is how songs are often composed by combining ostinato patterns.</p>   |
|    | <p>Musicians use inspiration from lots of different things. The molecules (States of matter include air, liquid and solid) move differently so the music can reflect this movement e.g. air is fluid and moves with fluidity and the music can flow too- notes can flow into each other.</p> |
|    | <p>Music can make the listener feel something. You can change the texture and dynamics to do this. The thicker the texture the more tension is created. The louder the music the more intense it feels</p>   |

## Year 4 - Music Knowledge Goals Spring 2

|   |   |
|---|---|
|  | <p>The music of the United States reflects the country's wide range of ethnic groups and is influenced by West African, Latin, Irish, Scottish and European cultures among others.</p> <p>Genres include: R &amp; B, hip hop, country, rock, jazz, blues, soul, gospel, reggaeton, and salsa. American music is heard around the world.</p> |
|---|---|








Rock n' Roll has been around in the USA since the 1940s.  
It has influenced and inspired many musicians and has evolved throughout the decades.  
Artists include: Elvis Presley, Chuck Berry, Buddy Holly  
Influenced popular artists include: Michael Jackson, Prince, Bruce Springsteen.  
Genres evolved from rock and roll: pop, rock, rap, metal





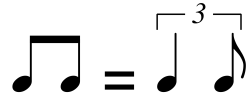



Songs from the USA usually have a theme which include: protest, empowerment.  
Some of the genres derive from music inspired by repression of gender, nationalities (e.g. race, slavery, women, war).




If Historians study North American music, they can find out about incidents in History.  
Bob Dylan sang protest songs in peace rallies during Vietnam war; Ledbelly Pick a bale of Cotton was a song sang by African slaves who worked on cotton fields;






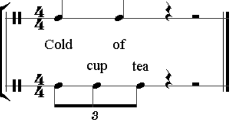

|  |   |
|--|---|
|   | <p>Music is used for lots of different purposes<br/>In adverts:</p> <ul style="list-style-type: none"> <li>• Catchy and memorable</li> <li>• Links to the product it is selling</li> <li>• Appeals to the audience of the product (e.g. age, interest)</li> </ul> <p>Digital music is when the music is recorded digitally by a computer and is used more commonly today.</p> |
|   | <p>Pulse and rhythm weave together to create different textures.<br/>Pulse holds steady and sometimes quietly in the background and the rhythms keep in time with this.<br/>Using computer software, we can add beats and edit easily; we can also change the dynamics to ensure one rhythm is clearer.</p>   |
|   | <p>Ostinatos can build up the texture to create a musical pattern.<br/>Adverts use musical jingles to make them more catchy- which get stuck in your head.<br/>Using computer software, we can add notes over the rhythm to create jingles- simpler the better.</p>   |
|   | <p>Adverts often use songs. These might be popular songs, or written specifically for the product (e.g. anchor butter).<br/>Songs for adverts use features of persuasive language, repeated phrases- try to persuade people to buy, do something.</p>   |
|  | <p>An advert has a catchy jingle, persuasive song or rap.<br/>Using computer software, you can build up textures of rhythms and melodies to create a song. You can then record a vocal over it.</p>   |

## Year 5 - Music Knowledge Goals Spring 2


|   |  |
|---|--|
|  | <p>All music has a pulse that keeps everyone in time with the music.<br/>The keherwa taal is a famous Punjabi rhythm.</p>  |
|  | <p>Timbre is the particular tone that distinguishes the sound- how the instrument sounds when it is played.<br/>The tabla has many different ways to play based on how the fingers land on the skin.<br/>Dha gi Na ti Na ka Dhi na - different finger patterns on the tabla.</p> |
|  | <p>A swing rhythm is a rhythm that is played on off beats.<br/>In Punjabi music this is used for Bhangra and can be seen in the movements of the bodies in Bhangra dances.</p>   |
|  | <p>A swing melody involves playing on the offbeats.<br/>C__E can be used to represent C is played on the beat and E the offbeat.</p>   |
|  | <p>When composing a swing rhythm, you can use symbols to show an off beat.<br/>In music notation this is a quaver or semiquaver </p>   |

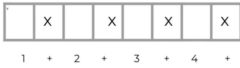
### Year 6 - Music Knowledge Goals Spring 1

|   |  |
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|  | <p>Improvisation is when you make up a rhythm pattern.<br/>It needs to be in time with the pulse, feel the music in your body, use a variety of beats and parts of the drum to create a rhythmic song.</p> |
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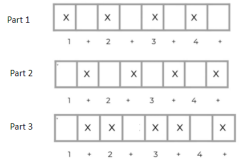
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|   | <p>  Quavers are half beats<br/>  crotchets are 1 beat<br/>  minims are 2 beats </p> |
|   | <p> An improvised solo is one player playing a rhythm that they make up. It needs to be in time with the pulse. The rhythm pattern needs to be heard and the improvisation played along and in time with it. A solo will be a thin texture and when the rhythm pattern is added it gets thicker. </p>                                   |
|   | <p> A polyrhythm is more than one rhythm playing at a time. They need to keep to the pulse. This thickens the texture as more rhythms are playing- more layers of music. </p>   |
|  | <p> Expression in a rhythm is how you play the beats. You can change the dynamics to make certain beats louder or softer. You can change the timbre based on where and how you hit the drum - tata dhum </p>  |

## Year 6 - Music Knowledge Goals Spring 2

|   |   |
|---|---|
|  | <p> Samba is South American music style that is usually performed with lots of percussion instruments especially for batucada who play in Brazil's many Carnivals. Every member of the ensemble has a specific role as the music often involves the layering of different rhythms over each other creating polyrhythm. The leader of the group often leads call and response patterns. </p> |
|---|---|



Syncopation in music is when some or many of the off beats in musical patterns are stressed. In Samba, they use a series of syncopated rhythms.



In Samba, they use polyrhythms with syncopated rhythms. This means that there are layers of syncopated rhythms playing at the same time. This gives the music the thick texture



Batucada is a substyle of samba and refers to a percussive style, usually performed by an ensemble. The parts include: Surdo, Tamborim, Repinique, Agogo, Ganza. These all play a different rhythm creating the thick texture of percussion. Batucada can be created digitally, using layers to make up the beats.



Samba is structured like most music. It is often in ensembles that play together then broken into parts. There is often a combination of call and response, ensemble playing together, Batucada.