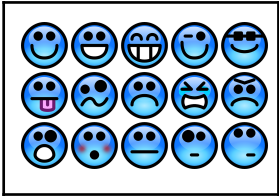

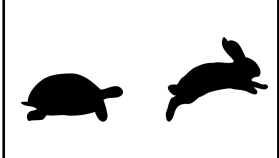
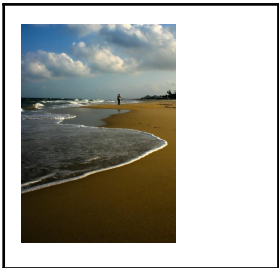
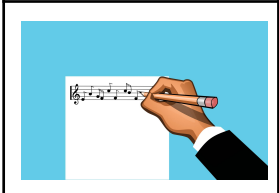





Reception - Music Knowledge Goals Summer 1

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|  | Music can make us feel different emotions. We can move fast and slow to music |
|  | The pulse is the beat that runs through the music. You can count and clap the pulse. |
|  | Music makes us feel different things. This depends on the instruments and how fast or slow it is. |



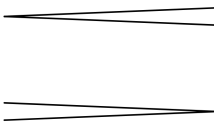
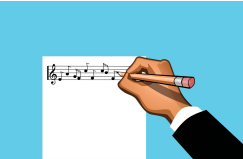
Reception - Music Knowledge Goals Summer 2

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|  | You can make nature sounds on instruments by playing them a certain way. |
|  | Composing means making your own music. |





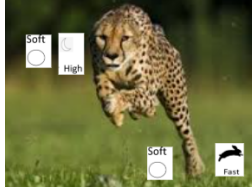


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|  | <p>You can add rhythms together to make a sound pattern (structure).</p> |
|  | <p>Singing with music playing adds another layer to your music (texture).</p> |
|  | <p>When you perform you need to be loud and proud.</p> |

Year 1 - Music Knowledge Goals Summer 1

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|  | <p>Songs are sometimes written to teach us things or share peoples' opinions.</p> |
| <p>Loud Soft Soft Loud</p>  | <p>Dynamic is how loud and soft sounds are. Changing the dynamic in a song can highlight key words and phrases and make them stand out.</p> |
|  | <p>You can change the dynamics on an instrument by changing how you play it. Strike it softly or hard. You follow a conductor to know how to play.</p> |
|  | <p>To compose a song, you need to decide a theme and brainstorm ideas It needs to follow a rhythm.</p> |
| <p><i>p</i> <i>f</i></p> | <p>To compose dynamics, you can use symbols (f means loud and p means quiet in music).</p> |



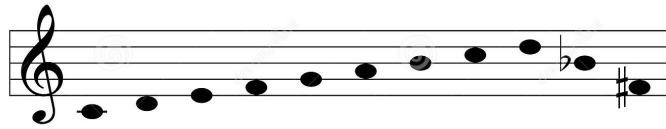
Year 1 - Music Knowledge Goals Summer 2

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|  Low High High Low | <p>The pitch refers to how high and low sounds are. We can change the pitch by playing different notes. Flower, Moon can refer to pitch (flowers are on the ground- low, moon in the sky- high)</p> |
|  Loud Soft Soft Loud | <p>The dynamics is how loud and soft sounds are. The tempo is how fast and slow rhythms are. Pictures can inspire music as they show things that make sounds e.g. a busy street, a field in the wind</p> |
|  | <p>When using pictures to inspire music, we need to think about the sounds we can here (timbre) and whether the sounds are loud, soft, high, low, etc. We can use symbols to show this (like flower moon)</p> |
|  | <p>Timbre is how music sounds. We can change the timbre by changing the way we play instruments.</p> |
|  | <p>An ensemble is when a group of people play at the same time.</p> |

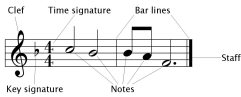
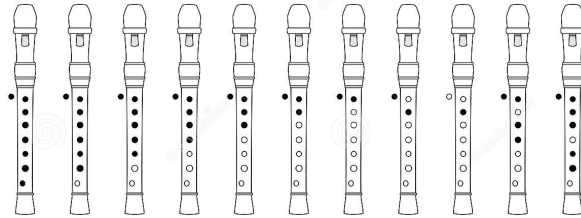
Year 2 - Music Knowledge Goals Summer 2



To play a note, you need to release some of the holes:



C¹ D¹ E¹ F¹ G¹ A¹ B¹ C² D² B^{b1} F^{#1}
do re mi fa sol la si do re sib fa#




Each note represents a different rhythm

crotchets are 1 beat - like a pulse

minims are 2 beats - 1....3....





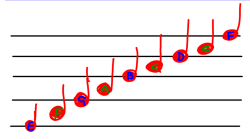

Year 3 - Music Knowledge Goals Summer

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| | <p>Music can be used to create an atmosphere and make the listener feel a certain way. For example, slow natural sounds are intended to relax, fast beats are intended for dance or tapping along. You can recreate natural sounds by using body percussion (sounds you can make with your body), like rubbing your hands together for running water or wind.</p> |
| | <p>A polyrhythm is when more than one rhythm plays at the same time. One person claps or plays one rhythm and another person may clap or play a different one at the same time.</p> |
| | <p>When adding rhythms, you can create a more complex and exciting rhythm. This changes the texture. All rhythms must keep to the same pulse.</p> |
|  | <p>You can also sing polyrhythms. As a group, you may be split into parts and have to sing your own rhythm which matches with another groups rhythm.</p> |
| | <p>You can combine different melodies to create polyrhythms. Each melody will have its own rhythm. To play these together its is essential that each person focuses on their part and keeps in time with the pulse that should be the same.</p> |

Year 4 - Music Knowledge Goals Summer 1


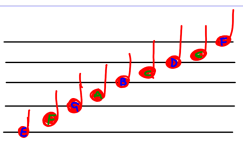
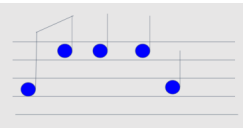
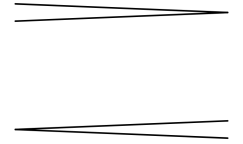
| | | | | | | | | | | | | | |
|---|--|--------|--------|--------|--------|--------|---|---|---|---|---|---|--|
| | <p>Songs draw on inspiration from many things including animals. Disney uses animals to inspire its films and songs and has done for many years e.g. bare necessities, under the sea. Famous composers also use this for classical pieces e.g. Carnival of Animals - Camille Saint-Saëns (his pieces include elephants, swan, lion, tortoises)</p> | | | | | | | | | | | | |
| <table border="1"> <tr> <td>VERSE</td> <td>CHORUS</td> <td>VERSE</td> <td>CHORUS</td> <td>BRIDGE</td> <td>CHORUS</td> </tr> <tr> <td>A</td> <td>B</td> <td>A</td> <td>B</td> <td>C</td> <td>B</td> </tr> </table> | VERSE | CHORUS | VERSE | CHORUS | BRIDGE | CHORUS | A | B | A | B | C | B | <p>Musical structure is the different parts of the music. In songs this is verse/ chorus. With some classical pieces it is a musical journey- this could be the journey of the hunt of an animal. Some parts will be fast, slow (tempo). The texture and dynamics may also change.</p> |
| VERSE | CHORUS | VERSE | CHORUS | BRIDGE | CHORUS | | | | | | | | |
| A | B | A | B | C | B | | | | | | | | |
| | <p>Dynamics is loud and soft sounds and texture is the layers of sound that music has. By changing these, we can set a mood or feel for a piece. Animals that are loud, travel around in groups may produced louder and thicker pieces.</p> | | | | | | | | | | | | |
| | <p>Timbre is the sounds that the instrument makes (short, sharp, long, echoey, reverberating etc) It is important to select instruments carefully to represent your part (animal). The way you play the instrument, how you hold it, what beater you use can all impact the timbre</p> | | | | | | | | | | | | |
| | <p>It is important to plan a performance well. A conductor can be used to ensure that everyone comes in at the right time and stops at the right time. You can use hand gestures and symbols for changing dynamics, tempo etc</p> | | | | | | | | | | | | |

Year 4 - Music Knowledge Goals Summer 2

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|  | <p>A keyboard is an electronic instrument that is programmed to play different sounds (you can change these to get sounds of different instruments like piano, organ, trumpet, violin) The keys represent different notes (similar to the xylophone) C is usually in the middle and known as middle C. The black notes are sharps and flats.</p> |
|  | <p>An octave is a sequence of notes from one note to the next one that is named the same. E.g. C octave would be C D E F G A B C. To play this correctly on the keyboard you would need to use this finger combination 1 2 3 1 2 3 4 5 (where 1 is your thumb).</p> |
|  | <p>Each note has a specific place on a staff. The bottom line is E so the notes go E F G A B C D E F</p> |
|  | <p>A chord is a group of three or more tones sounded together to form harmony. C chord would be C E G F chord would be F A C</p> |

Year 5 - Music Knowledge Goals Summer 1



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|  | <p>Art and music inspire each other. Kadinsky was a painter who listened to music while he painted. The music inspired his brushwork. The tempo, texture, dynamics of a piece can all impact the outcome of a piece of art e.g. fast music often creates abstract art.</p> |
|  | <p>Each note has a specific place on a staff. The notes sit on or between the lines. The bottom line is E You can remember the notes in the space "FACE sits in the space" and on the lines "Every Green Bus Drives Fast"</p> |
|  | <p>As well as representing the note, each one has a different rhythm. The rhythms can be associated with words to make them easier to red e.g. Lovely day let's go!</p> |
|  | <p>Dynamics relates to how loud and soft sounds are. This can be notated in music by f, mf, mp, p: forte (loud), mezzo forte (moderately loud), mezzo piano (moderately quiet), piano (quiet) > < symbols are used > quieter, < louder</p> |



You can use artists' work to inspire music. This may be a story or journey from paintings, especially of an object.

In abstract paintings (like Kadinsky), you can look at the line and the shape. This will inspire dynamics, texture, tempo. E.g. if a section of the painting is thick, than the texture of the music will be.

Year 5 - Music Knowledge Goals Summer 2



Tempo can impact a piece of music because it can change the mood or feel of the piece. Slower melodies tend to be more relaxing and calm and faster songs tend to be more energetic. Pieces of music can get faster or slower depending on the mood the composer wants to convey. In digital music, it is easy to change the tempo as you can adjust the beats per minute (bpm)



Syncopated rhythms are when the offbeats are stressed. E.g. **1 and 2 and 3 and 4 and 1...**


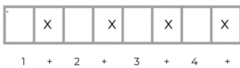
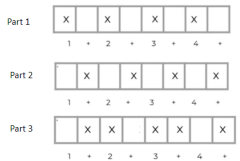




Timbre is the sounds that the instrument makes (short, sharp, long, echoey, reverberating etc). In digital music, you can adjust each of the sounds that you produce by placing them in different bars, changing the volume of each, pairing them with another sound.



Music can be digitally produced, which gives composers the ability to manipulate the sounds easier. They can add and take away sounds, adjust timbre, dynamics, tempo easily. A digital composition could be created by one person in a studio and is much cheaper and efficient to make.

Year 6 - Music Knowledge Goals Summer 1

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|  | <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.</p> <p>Every member of the ensemble has a specific role as the music often involves the layering of different rhythms over each other creating polyrhythm.</p> <p>The leader of the group often leads call and response patterns.</p> |
|  | <p>Syncopation in music is when some or many of the off beats in musical patterns are stressed.</p> <p>In Samba, they use a series of syncopated rhythms. These can often be complex and overlap.</p> |
|  | <p>In Samba, they use polyrhythms with syncopated rhythms.</p> <p>This means that there are layers of syncopated rhythms playing at the same time.</p> <p>This gives the music the thick texture</p> |
|  | <p>Batucada is a substyle of samba and refers to a percussive style, usually performed by an ensemble.</p> <p>The parts include: Surdo, Tamborim, Repinique, Agogo, Ganza</p> <p>These all play a different rhythm creating the thick texture of percussion.</p> <p>Batucada can be created digitally, using layers to make up the beats.</p> |
|  | <p>Samba is structured like most music.</p> <p>It is often in ensembles that play together then broken into parts.</p> <p>There is often a combination of call and response, ensemble playing together, Batucada.</p> |