

## Waterloo Primary School - Science Knowledge Organiser

Topic: Music

Year: 6

Strand: Africa

### What should I already know?

How to sing in unison with clear diction, controlled pitch and sense of phrase.

How to perform with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together

### Vocabulary

**Phrase** - a complete musical thought. Musical phrasing is like telling a story. When you speak, you might emphasise particular words or speed up and slow down to make the story sound more interesting - musical phrasing lets you do the same thing when singing. Deciding when to breathe, how fast or slow you sing or which words to emphasise are all part of musical phrasing.

**Pronunciation** - how a word is pronounced

**enunciate** - speaking so that each word is clearly heard. In music, this is very important as without it songs may lose their meaning to the listener.

**Notation** - a way of writing down music so that anyone can play it.

### What will I know by the end of this unit of work?

Know the importance of warming up their voices, be aware of good vocal technique ensuring they are singing safely and breathing in phrases.

To maintain good posture and presentation skills when singing and performing.

To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.

To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.

Be aware of how music can be represented in a written form using graphic notation.

To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose affects the way that music is created and performed.

Use percussion instruments to compose short rhythm phrases and record them using graphic notation.

To add structure to their compositions.

Build on Yr5 notation by removing the names of letters from within note symbols.

# Waterloo Primary School - Music Knowledge Organiser

Topic: Music

Year: 6

Strand: Classroom Jazz 2

I already know how to?

Played instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes G, A + B.

Improvise in a swing style using the notes D, E, G, A + B.

## Vocabulary

**Score** - printed music of a piece written for several instruments.

**Stave or staff** - is the name given to the five horizontal lines on which we can write music.

**Blues** - A style of music characterised by its harmonic structure and the notes used to create the melodies.

**Jazz** - a music genre that originated in the African-American communities of New Orleans, United States, in the late 19th and early 20th centuries.

**By ear** - the ability to play a piece of music they have heard, without having seen it in notated form.

**Improvise** - To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

What will I know by the end of this unit of work?

Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

I will have: Played instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.

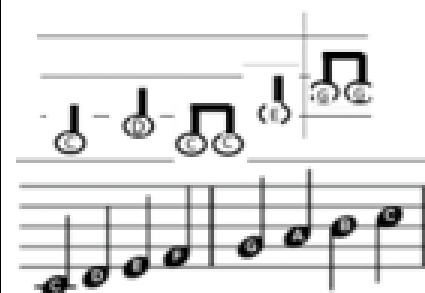
I will listen & appraise: 'Bacharach Anorak' and 'Meet The Blues' and be able to discuss:

What style indicators I can hear?  
Describe the structure?

What instruments/voices I can hear?

Describe the musical dimensions?

I will learn and be able to play 'Bacharach Anorak' and 'Meet The Blues' and then explore improvising with the repertoire.



Year 5

Year 6