

## Prior Knowledge:

To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the units in those styles.

To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style). The lyrics: what the songs are about. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs. The historical context of the songs. What else was going on at this time?

Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.

To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features. Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.

To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble staff. The instruments they might play or be played in a band or orchestra or by their friends.

To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-known improvising musicians.

To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.

To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music

## Music Knowledge Organiser

### Topic Title: A New Year Carol

### Key Question: Can I record and discuss a New Year Carol?

### Learning Journey

Sing the song A New Year Carol

Sing a version of the song: original or Urban Gospel

Sing a version of the song: original or Urban Gospel. Appraise a new Benjamin Britten song

Appraise a Bhangra version of a song.

Appraise a fishing song and sing a version of a song of your choice

Use what we know to choose a song to sing and the style to perform it in

### Key Vocabulary

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel



Year Group: 6

Term: Spring 1

### Powerful Knowledge

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.

# The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



