



YEAR ONE / TWO KNOWLEDGE ORGANISER MUSIC: West African Call and Response Song

IMAGES



In this unit we learn about a feature of some African music called 'call and response'. This is when the leader sings or plays something and others sing or play something back to the leader.



KEY KNOWLEDGE

- To know that dynamics can change the effect a sound has on the audience.
- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
- To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.
- To understand that the tempo of a musical phrase can be changed to achieve a different effect.
- To understand that an instrument can be matched to an animal noise based on its timbre.

KEY MUSICIANS / GENRES

Musical style: African Music

- Unknown Relaxing Music with African drums
- Che Che Kule Traditional Ghanaian Children's song

KEY VOCABULARY

Timbre
Dynamics
Tempo
Call And Response
Rhythm
Structure

SUBJECT SPECIFIC SKILLS

- To create short sequences of sound
- To copy a short rhythm and recognise simple notation
- To learn a traditional song from Ghana
- To create rhythms based on 'call and response'
- To add dynamics (volume) to a structure of rhythms

PRIOR KNOWLEDGE (Year One)

Vocal and Body Sounds – By the Sea





YEAR ONE / TWO KNOWLEDGE ORGANISER MUSIC: Musical Me

IMAGES

Composition

An original piece of music that has been created.

Pulse

The heartbeat of the music. Sometimes called the 'beat'.

Melody

Patterns of different pitches (high and low notes).

Timbre

The quality of sound e.g. smooth, scratchy, twinkly.

Dynamics

The volume of the music (loud or quiet).

Rhythm

Patterns of long and short sounds.

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

KEY KNOWLEDGE

- To understand that 'melody' means a tune.
- To know that 'notation' means writing music down so that someone else can play it.
- To understand that 'accompaniment' can mean playing instruments along with a song.
- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune

KEY MUSICIANS / GENRES

Musical style: Folk

- Unknown Once a Man Fell in a Well Traditional song

KEY VOCABULARY

Rhythm

Pulse

Dynamics

Timbre

Beat

Melody

Notation

SUBJECT SPECIFIC SKILLS

- To sing and play an instrument at the same time
- To choose and play appropriate dynamics and timbres for a piece of music
- To use musical notation to play melodies
- To use letter notation to write my own melody
- To use timbre and dynamics in musical composition

PRIOR KNOWLEDGE (Year One)

Orchestral Instruments





YEAR ONE / TWO KNOWLEDGE ORGANISER MUSIC: On this Island British Songs and Sounds

IMAGES

Inspiration

Something that gives you an idea about what to create.



Motif

A short melody that is repeated over and over again.

Soundscape

A piece of music that describes a landscape.

KEY KNOWLEDGE

- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
- To know that 'duration' means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music

KEY MUSICIANS / GENRES

Musical style: British Folk Music

Composer - unknown, performer - Grace

Bertolini My Bonnie Lies Over the Ocean Folk (Traditional Scottish)

Arnold Bax Tintagel Modern classical

Vaughan Williams The Lark Ascending Classical

Eric Coates London Suite Modern classical

KEY VOCABULARY

Composition

Duration

Dynamics

Inspiration

Pitch

Structure

Tempo

Texture

SUBJECT SPECIFIC SKILLS

- To learn about the music of the British Isles
- To learn about the music of the British Isles and create music of our own
- To learn about the music of the British Isles and create music of our own
- To compose a piece of music as part of a group
- To evaluate and improve a group composition

PRIOR KNOWLEDGE (Year One)

Dynamics, Timbre, Tempo and Motifs





YEAR ONE / TWO KNOWLEDGE ORGANISER MUSIC: Myths and Legends

IMAGES

Rhythm	A pattern of long and short notes.
Layers	The different instruments, rhythms or melodies that build the overall texture.
Melody	An arrangement of notes which sound tuneful.
Dynamics	The volume of the music (loud or quiet).
Timbre	The quality of sound e.g. smooth, scratchy, twinkly.
Pitch	How high or low a sound is.
Verse	A repeated section of a song that usually has different words (lyrics) each time it is repeated.
Chorus	A repeated section of a song that usually has the same words (lyrics) each time it is repeated.
Instrumental	A section of a song which is performed by instruments and has no vocals.

KEY KNOWLEDGE

- I know that a graphic score can show a picture of the structure of music.
- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
- To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

KEY MUSICIANS / GENRES

Musical style:

Carthy Waterson St George -
Traditional English folk song

Unknown When Good King Arthur

Arnold Bax Tintagel Modern

Composer - Gluck. Performer -
Philippe Jaroussky Che farò senza
Euridice - from Gluck's Opera - Orfeo
et Euridice Classical

Offenbach Orpheus in the Underworld
(Orfeo all'inferno)

KEY VOCABULARY

Beat Compose

Composition Dynamics

Graphic score

Legend Melody

Myth Notation

Pitch Rhythm

Stave notation Structure

Tempo

SUBJECT SPECIFIC SKILLS

- To create a rhythm
- To show structure on a graphic score
- To write a graphic score to show texture
- To compose a piece of music with a given structure
- To perform a group composition

PRIOR KNOWLEDGE (Year One)

On This Island





YEAR ONE / TWO KNOWLEDGE ORGANISER

MUSIC: Dynamics, Timbre, Tempo and Motifs – Space

IMAGES



Composition The original piece of music that has been created.

Dynamics The volume of the music (loud or quiet).

Motif A short melody that is repeated over and over again.

Soundscapes A piece of music that describes a landscape.

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Tempo The speed of the music (fast or slow).

Orchestral music is music that is played by an orchestra. It is usually classical or film music, but orchestras lay other types of music too.



KEY KNOWLEDGE

- To know that a 'soundscape' is a landscape created using only sounds.
- To know that a composer is someone who creates music and writes it down.
- To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

KEY MUSICIANS / GENRES

Musical style: Orchestral

- Unknown Relaxing Space Ambient Music Instrumental
- Gustav Holst Mars, The Bringer of War (The Planets) Classical
- John Williams Main theme from Star Wars Film soundtrack
- Gustav Holst Venus, The Bringer of Peace (The Planets) Classical
- Gustav Holst Uranus, The Magician (The Planets) Classical
- Beethoven 5th Symphony in C Minor Classical
- John Barry Main theme from James Bond Film soundtrack

KEY VOCABULARY

Soundscape

Timbre

Dynamics

Tempo

Motif

SUBJECT SPECIFIC SKILLS

- To create a simple soundscape for effect
- To listen for and recognise some basic elements of music
- To compare two pieces of music
- To be able to create short sequences of sound
- To be able to create short sequences of sound and perform with accuracy

PRIOR KNOWLEDGE (Year One)

Musical Me





YEAR ONE / TWO KNOWLEDGE ORGANISER MUSIC: Orchestral Instruments – Traditional Western Stories

IMAGES



Orchestral music is music that is played by an orchestra. It is usually classical or film music, but sometimes orchestras play other types of music too.

KEY KNOWLEDGE

- To know that musical instruments can be used to create 'real life' sound effects.
- To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
- To know that stringed instruments, like violins, make a sound when their strings vibrate.
- To know that a brass instrument is played by vibrating your lips against the mouthpiece.
- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.

KEY MUSICIANS / GENRES

Musical style: Orchestral

- Eric Coates The Three Bears - A Fantasy Classical
- Doug Harville A Humoresque Duet for Oboe and Clarinet Modern classical
- J.S. Bach Sleeper's Awake (Wachet auf) Baroque
- Rainer Boschog Sonata for Horn solo Modern classical
- Charles Fernandez Frolic for Tuba Modern classical
- Zilzen Zidjian Performance Percussion
- Robert Lopez Do You Want to Build a Snowman from Frozen

KEY VOCABULARY

Orchestra

Instruments

Strings Woodwind

Brass Percussion

Vocals

Sound Effect Timbre

Dynamics tempo

SUBJECT SPECIFIC SKILLS

- To listen to and analyse an orchestral version of a traditional story
- To listen to and analyse a film musical version of a traditional story
- To select appropriate sounds to match events, characters and feelings in a story
- To write a play script and select appropriate musical sounds to accompany it
- To perform a story script with accompanying music

PRIOR KNOWLEDGE (Year One)

West African Call and Response Song

