



YEAR SIX KNOWLEDGE ORGANISER MUSIC: Advanced Rhythms

IMAGES

In this unit we learn about the Kodaly Method and use it to explore rhythmic patterns. We listen to Steve Reich's 'Clapping Music' (1972) and attempt our own clapping rhythms.



These are the rhythm names we use in the Kodaly Method.



TA = Crotchet
This is one beat.
We clap once.



Ti-Ti = Quaver
This is also one beat, which means that a single Ti is half a beat. We clap twice, double the speed of TA.



SH = Crotchet rest
This is a rest for one beat. There is no sound. We open our hands to show there is a beat, but no sound.



TWO = Minim
This is two beats. We clap at the beginning of the note, then slide our hands to show there are two beats.

KEY KNOWLEDGE

- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
- To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.
- To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
- To know that a quaver is worth half a beat.

KEY MUSICIANS / GENRES

Musical style: Advanced Rhythms

Steve Reich Clapping Music (1972)

Minimalism, modern classic

KEY VOCABULARY

Kodaly, Rhythm

Ta, Titi, Two, Sh

Syllables, Crotchets

Quavers, Notation

Pulse, Chant

Melody, Unison

Rhythmic Elements

Music Critic, Compose

Beat, Practise

SUBJECT SPECIFIC SKILLS

- To develop an understanding of the Kodaly music method
- To strengthen the feeling of pulse when working with rhythmic patterns
- To explore rhythmic patterns in order to build the sense of pulse
- To use knowledge of rhythm to create own composition
- To use knowledge of rhythmic notation to notate own composition

PRIOR KNOWLEDGE (Year Five)

Musical Theatre





YEAR 5 KNOWLEDGE ORGANISER MUSIC: Dynamics, pitch and Texture Fingal's Cave

IMAGES

Classical music is music that has been composed by musicians who are trained in the art of composing. The term 'classical music' can also refer to music composed in the classical period 1750 to 1825.

The focus piece for this topic is Fingal's Cave by Mendelssohn (1830) which is a classical piece depicting the sea and waves swirling around Fingal's Cave which is in the Inner Hebrides.



KEY KNOWLEDGE

- To know that the conductor beats time to help the performers work well together.
- To understand that improvisation means making up music 'on the spot'.
- To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
- To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

KEY MUSICIANS / GENRES

Musical style: Advanced Rhythms

Felix Mendelssohn Hebrides Overture
(Fingal's Cave) Romantic

KEY VOCABULARY

audio/video, depicting

texture, pitch

dynamics, conductor

improvisation notation

graphic score

composition, practising

group work, ensemble

SUBJECT SPECIFIC SKILLS

- To appraise the work of a classical composer (Felix Mendelssohn)
- To improvise as a group, using dynamics and pitch
- To improvise as a group, using texture
- To use knowledge of dynamics, texture and pitch to create a group composition
- To use teamwork to create a group composition featuring changes in texture, dynamics and pitch

PRIOR KNOWLEDGE (Year Six)

Advanced Rhythms

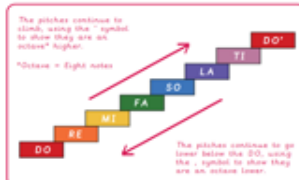




YEAR SIX KNOWLEDGE ORGANISER MUSIC: Songs of World War 2

IMAGES

The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



KEY KNOWLEDGE

- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
- To know that the Solfa syllables represent the pitches in an octave.
- A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

KEY MUSICIANS / GENRES

Musical style: Advanced Rhythms

Composed and lyrics by Felix Powell, performed by Sarah Frecknall Pack Up Your Troubles Popular music 1

Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker, performed by Sarah Frecknall We'll Meet Again Popular music

Composed by Walter Kent, and lyrics by Nat Burton, performed by Sarah Frecknall The White Cliffs of Dover Popular music

Julie Andrews "Do-Re-Mi" - The Sound of Music

KEY VOCABULARY

music	morale
Britain	troops
frontline	Vera Lynn
contrast	tempo
higher and lower	diaphragm
melody	phrase
graphic score	pitch
Do Re Mi Fa So La Ti	counter-melody
harmony	Solfa

SUBJECT SPECIFIC SKILLS

- To use musical vocabulary to identify features of different eras of music
- To improve accuracy in pitch and control, singing with expression and dynamics
- To identify pitches within an octave when singing
- To use knowledge of pitch to develop confidence when singing in parts
- To be able to notate a melody using pitches up to an octave

PRIOR KNOWLEDGE (Year Six)

Dynamics, Pitch and Tempo





YEAR SIX KNOWLEDGE ORGANISER MUSIC: Film Music

IMAGES

Examples of scenes and types of music



TENSE music

- Long notes followed by short notes or pauses.
- Melody switching between two notes (think of 'Jaws').
- Useful for making the viewer think something bad is going to happen.



PURPOSEFUL music

- Military drum sounds.
- A major key (happy sounding music).
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat the enemy, etc.



ROMANTIC music

- Slow, long notes.
- Sweeping melodies (getting higher and lower very smoothly and quickly).
- High, twinkly notes.
- Useful for showing which characters are the love interest.



DANGER music

- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.

KEY KNOWLEDGE

- To know that a film soundtrack includes the background music and any songs in a film.
- To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
- To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.

KEY MUSICIANS / GENRES

Musical style: Film Music

John Barry Main theme from James Bond Film soundtrack

Elgar Pomp and Circumstance Military March Modern classical

KEY VOCABULARY

accelerando	body percussion
brass	characteristics
chords	chromatics
clashing	composition
convey	crescendo
descending	dynamics
emotion	imagery
improvise	interpret
interval	major
melodic	minor
modulate	orchestral
pitch	sequence
solo	soundtrack
symbol	timpani
tension	texture
tremolo	unison

SUBJECT SPECIFIC SKILLS

- To appraise different musical features in a variety of film contexts
- To identify and understand some composing techniques in film music
- To use graphic scores to interpret different emotions in film music
- To create and notate musical ideas and relate them to film music
- To play a sequence of musical ideas to convey emotion

PRIOR KNOWLEDGE (Year Six)

Songs of WW2





YEAR SIX KNOWLEDGE ORGANISER MUSIC: Theme and Variations Pop Art

IMAGES

Theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this time with a further variation.

Kodaly rhythm names



KEY KNOWLEDGE

- To know that a 'theme' is a main melody in a piece of music.
- To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
- To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
- To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

KEY MUSICIANS / GENRES

Musical style: Film Music

Benjamin Britten The Young Person's Guide to the Orchestra Modern classical

KEY VOCABULARY

3/4 time	4/4 time
Accidentals	Body percussion
Diaphragm	Legato
Motif	Orchestra
Percussion	Phrases
Pitch	Pizzicato
Pulse	Quaver
Rhythm	Rhythmic elements
Section	Semi-quaver
Staccato	Tempo
Theme	TIKI-TIKI, TI-TIKI, TIKI-TI
Translate	Variations
Vocal line	Woodwind

SUBJECT SPECIFIC SKILLS

- To explore the musical concept of theme and variations
- To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'
- To use complex rhythms to be able to perform a theme
- To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time
- To use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms.

PRIOR KNOWLEDGE (Year Six)

Advanced Rhythms

