

Knowledge Organiser

SINGING & PERFORMANCE 1



Vocabulary & Key Concepts

Musical elements = these are the 'ingredients' we need to make music and they include pitch, dynamics and tempo

Pitch = high sounds, low sounds and those in between

Dynamics = loud sounds, soft sounds, and those in between

Tempo = fast and slow music which we measure in beats and feel in the pulse of the music

Beats = the steady pattern of regular sounds that can be heard in a piece of music

Pulse = This is the heartbeat of the music, it is closely related to 'beat' but we feel a pulse instead of hearing it

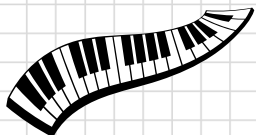
Knowledge

- Singing voices are different to our speaking voices
- practise makes our singing voices stronger
- we control many different musical elements when we sing
- Listening is an important part of learning to sing!
- Echo songs & Call & Response songs are helpful when improving our singing voices

TEMPO = speed



PITCH = High/low



DYNAMICS = volume



Performance Opportunities

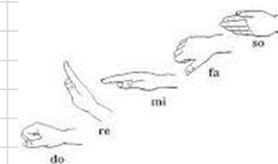
In Year 3:

- Harvest Service (Church)
- Class Assembly

Repertoire

- Echo / Call & Response Songs like Oleo and Throw/Catch
- LHJS Repertoire including new academic year, Christmas, Easter
- Curriculum Topic (Kapow)

Accuracy of Pitch



Pentatonic

d r m s l

We aim to control our pitch within a 5 note range of notes. This can be Do to So or a pentatonic range.



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OCARINAS & RECORDERS

Vocabulary

Tempo = speed of the pulse in the music

Pitch = describes the high or low sound frequency

Dynamics = describes the loud or quiet volume

Mouthpiece = the part you blow into

Tonguing = the way we articulate notes starting each one with a 'Tu'

Key Facts

- ocarinas and recorders are WIND instruments
- we cover the holes with our fingers to change the pitch
- music uses f (forte) for loud
- music uses p (piano) for quiet
- Allegro (fast) and Adagio (slow)

Oc-Box notation

E G A B D'

Rhythmic notation

1/2 1/2 1 2

Ti - Ti Ta Ta-a

Kodaly Pitch

fa do

mi ti

re la

do so

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SINGING & PERFORMANCE 2



Vocabulary & Key Concepts

Knowledge

Round = singing the same song, but starting after another group or groups

Octave = a word used to identify the set of 8 pitched notes using alphabet letters

Timbre = the quality of a sound. Our voices can be smooth or rough or scratchy & more

Texture = the layers of sounds in music. A solo sound makes a thin texture, lots of voices or instruments make texture thick

Structure = the plan of the music for example Chorus, Verse, Introduction

Scale = a set of notes ordered by pitch

- 7 Alphabet letters are used in music A - B - C - D - E - F - G
- An octave scale uses the first note repeated an octave higher
- The notes CDEFGABC make a one octave 'scale' (other note sets can be used to make other octave 'scales')
- The range of our voices becomes wider and more accurate with practise

Performance Opportunities

Repertoire

In Year 4:

- Harvest Service (Church)
- Year 4 Performance
- Ukulele Repertoire / songs including Ceilidh

- Harvest Songs
- Year 4 Musical Performance
- Ukulele Songs including Nursery Rhymes and other play-a-long repertoire

Accuracy of Pitch

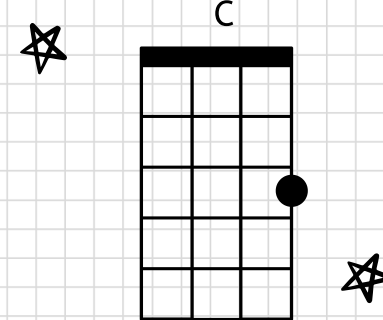
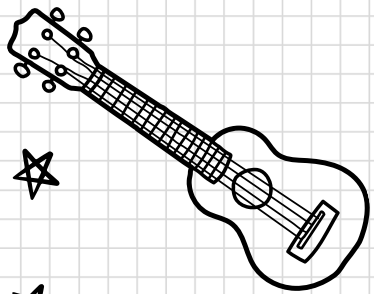


C D E F G A B C'
Do Re Mi Fa So La Ti Do'

agogo



Knowledge Organiser UKULELES



Vocabulary

Key Facts

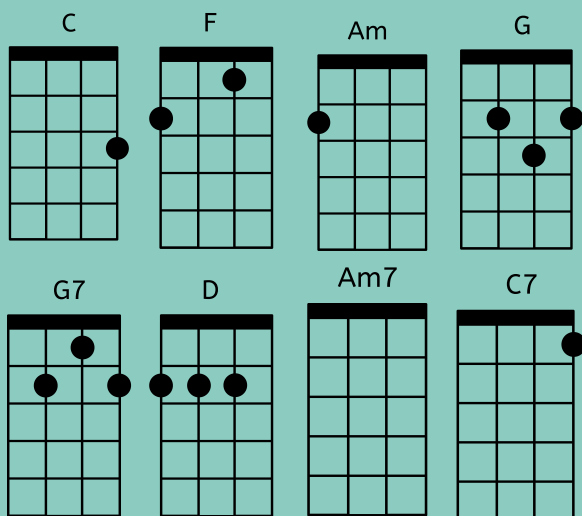
Pluck = when one finger, thumb or plectrum gently pulls at a string
strum = a sweep of a thumb or plectrum across all four strings
Open = a string that is not pressed
Plectrum = a small felt tool to strum

- Ukulele means 'jumping flea'!
 - Stings are named: G C E A
- We can remember this with the rhyme:*
- G**ood **C**hildren **E**at **A**pples
- Right Hand usually strums/plucks
 - Left Hand presses strings to frets

Chords

Tablature

Parts of a ukulele

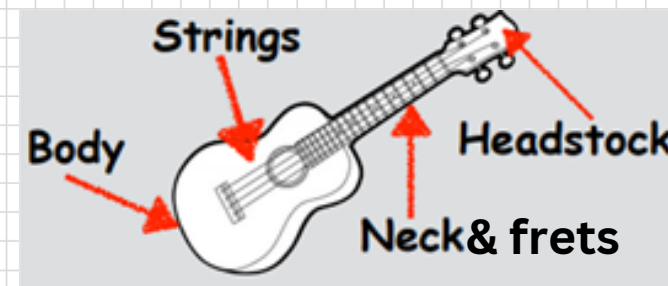


A
E
C
G

```

0-0-0-0
0-1-1-0-1-1-0
-----
0-0-0-0
    
```

0 = open string
 1 = first fret
 2 = second fret



Ukulele
Plectrum
or 'pick'



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SINGING & PERFORMANCE 3



Vocabulary & Key Concepts

Breath control = when we use our diaphragm muscle to support our singing

Diaphragm = the curved muscle under our lungs (feel it by placing your hand on your tummy and saying “ha ha ha”)

Phrasing = the grammatical use of punctuation alongside melody and lyrics

Round = singing the same song, but starting after another group or groups

Chords = 2 or more notes sounding at the same time

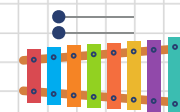
Duration = how long a note or phrase lasts (usually measured in beats)

Notation = how sound is written down using symbols

Knowledge

- Warming up our voices is very important (PERCS)
- We warm up our voices using vocalised sounds, physical movements and warm up songs
- Activating our lungs and breathing before singing helps too

Accuracy of Pitch



Warm up songs like ‘Solomon Grundy’ help us to secure our aural understanding of tonality

Performance Opportunities

In Year 5:

- Year 2 Singing Festival
- Easter Service (Church)
- Class Assembly

Repertoire

- Year 2 Festival Songs (Harvest)
- Warm-up Songs & games including ‘Hey My Name is Joe’ and ‘Solomon Grundy’
- Easter Songs
- Topic Songs (Kapow curriculum)

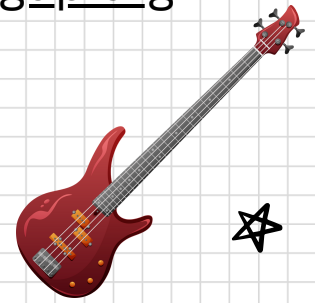
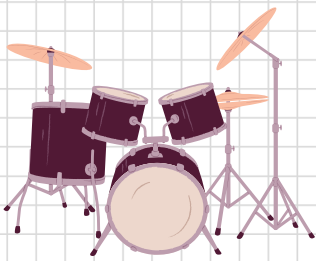
MAJOR



MINOR



Knowledge Organiser BUILDING A GROOVE



Vocabulary

Key Facts

Pentatonic = a 5 note scale

Scale = a set of notes ordered by pitch

Bass line = the lowest pitched part

Backbeat = usually falls on beats 2 and 4, often played by the snare drum

Head = main melody in jazz/groove music

Riff = repeated musical pattern forming a song

Year 5 Key Concepts:

- Chords = 2 or more notes at the same time
- Notation = a way to record sound through symbols
- Duration = length of notes



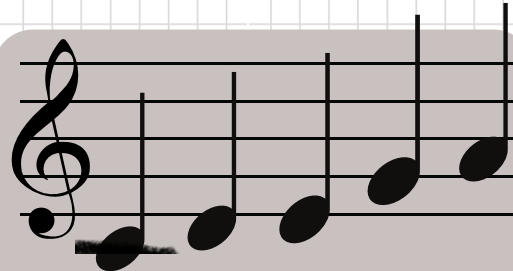
Quaver Rhythm Grids

1	and	2	and	3	and	4	and	5	and	6	and	7	and	8	and



1	and	2	and	3	and	4	and	5	and	6	and	7	and	8	and
●	●	●	●	●	●	●	●	●		●	●				

Pentatonic



C D E G A

Drum Kit



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SINGING & PERFORMANCE 4



Vocabulary & Key Concepts

Syncopated = describes music that emphasises weaker beats ('off the beat')

Expression = using singing voice to reflect meaning of lyrics

Fluency = linking notes and phrases appropriately to make a melody flow

Partner songs = different melodies which can be sung at the same time as they have similar harmonic progression

Harmony = another word for chords, the combination of pitches and melody lines sung or played together

Features / Style = recognisable characteristics including the instruments used or harmony / rhythms / structure

Knowledge

- Singing as part of an ensemble requires good listening skills
- Balance when singing with others requires everyone to work together including breathing and phrasing
- Confidence helps with performance skills and stagecraft

Performance Opportunities

★ In Year 6:

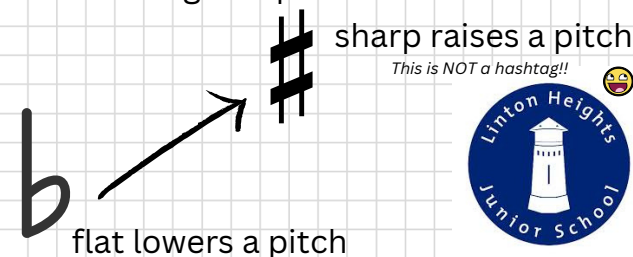
- ★ • Songs from WW2 Unit
- Carol Singing (Residential Homes)
- Easter Service (Church)
- ★ • Summer Term Performance

Repertoire

- White Cliffs of Dover
- We'll Meet Again
- Hey Mr Miller
- Christmas songs
- Easter Songs
- End of Year 6 Performance

Accuracy of Pitch

Pitch accuracy includes chromatic steps, finding sharp and flat notes.



SAMBA

Knowledge Organiser SAMBA



Vocabulary

Key Facts

SAMBA = music rooted in Afro-Brazilian culture, with distinctive rhythmic features

Surdo drum = large Brazilian bass drum

Tamborim = small hand held drum

Agogo = bell, often with 2 pitched tones

Maraca = also called shaker or rattle

Break = part of the structure of SAMBA

- SAMBA refers to lots of different styles of music, all with their origins from Brazilian culture
- recognisable rhythm patterns are a key feature
- closely linked to Carnival
- Fast tempos and loud dynamics!

Rhythm Patterns

1	e	&	a	2	e	&	a
---	---	---	---	---	---	---	---

Sur do
Tam bo rim Tam

3	e	&	a	4	e	&	a
---	---	---	---	---	---	---	---

Sur do
Tam bo rim

Signs



A whistle is often used by the leader to signal instructions

Fingers count 1 2 3 4 to show SAMBA performers when to change pattern



Other action signs are used by the leader, for example tapping their head to mean 'from the top'

Samba Instruments

surdo



tamborim



maraca



GOPE timbal



agogo

