

Music Knowledge Organiser - Year 5 Autumn Term

Key Vocabulary

Pitch - The complete range of sounds in a piece of music from the lowest to the highest

Dynamics - The loudness of the music, usually described in terms of loud/quiet

Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow

Duration - The word used in music to refer to the length of a sound or silence

Timbre - All instruments, including voices, have a particular sound quality which is referred to as timbre, e.g. squeaky

Metre - The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours

Melodic ostinato - A short rhythmic or melodic pattern which is repeated over and over

Lyrics - The words of a song

Improvisation - A piece of music which is created spontaneously

Structure - Most music is underpinned by a structure which may be as simple as beginning, middle and end

Symbol - Any written representation of a sound

Verse - The section of a song which generally 'tells the story'

Chorus - The part of a song which repeats between the verses

Bridge - A passage of music that links two sections of music together

Diminuendo - Getting quieter

Crescendo - Getting louder

Texture - Layers of sound, such as those created by a melody accompanied by a drum beat

Tuned Instruments



keyboard



chime bars



guitar



glockenspiel

Untuned Instruments



hand drums



cymbals



claves



triangle

Rhythm - Patterns of long and short sounds played within a steady beat

Structure - Most music is underpinned by a structure which may be as simple as beginning, middle and end



Autumn Knowledge and Skills

Learning to sing a song

Understanding metre through singing and playing instruments

Conducting a metre of four

Conducting metres of two and three

Writing lyrics

Learning to sing a song from our musical heritage

Developing accompaniments using ostinato and invented or improvised rhythms

Rehearsing for a performance

Developing a performance by adding other media

Performing with awareness of audience

Listening to music with focus and analysing using musical vocabulary

Relating sound sequences to images

Interpreting images to create descriptive sound sequences

Developing the use of dynamics in a song

Listening to music, focusing on dynamics and texture

Learning a melodic ostinato using staff notation

Developing techniques of performing rap using texture and rhythm

Learning a song with a complex texture

Learning about the sound of the whole tone scale

Listening to music and describing its effects and use of the musical dimensions

Performing a song with expression and with attention to tone and phrasing

Creating a musical background to accompany a poem

Creating and presenting a performance of song, music, and poetry