



Coleman Primary School

**Key Knowledge Organiser:**

**Year 6- Autumn 2**

Music: Voice

In this unit, children will learn how we can use our voice to sing in harmony with others and how 'acapella' singing relies on the voice as the instrument, blending harmonies together. The unit focuses on 3 songs, a lullaby called 'Souallé', a 'call and response' song called 'Halima Pakasholo' and finally a spiritual song 'Deep down in my Soul.' All 3 songs give the opportunity for pupils to learn to hold an independent part and to blend with others in an ensemble.

**Key Vocabulary**

<b>Acapella</b>	Singing without an instrumental accompaniment
<b>Diction</b>	Forming words clearly and accurately
<b>Dynamics</b>	How loudly or softly to play a part or piece of music
<b>Graphic score</b>	The representation of music through the use of visual symbols
<b>Legato</b>	Played smoothly - the opposite of 'staccato'
<b>Lyrics</b>	The words of a song
<b>Melody</b>	A group of notes played one after another to make a tune (a melody)
<b>Phrase</b>	A series of notes that sound complete even when played apart from the main song
<b>Pitch</b>	How high or low a note is
<b>Rhythm</b>	A pattern of sounds played through time, formed by a series of notes
<b>Stacatto</b>	Short and spiky, the opposite of Legato
<b>Stave</b>	(Pronounced - <b>staff</b> ) a set of 5 horizontal lines and 4 spaces used for standard notation to show the pitch of the notes
<b>Syncopation</b>	Playing on the 'off-beat'

**Images:**



Here's an example of a graphic score for the melody of 'Twinkle Twinkle Little Star' - it starts with a jump and rises up but then descends for the second part.

**Skills:**

- Sing and maintain an independent part with increasing awareness of other parts.
- Experiment and perform sounds made by voice.
- Follow and perform a vocal piece using a graphic / notated score.
- Comment on own and other people's performances using the correct vocabulary learnt in this unit

**Knowledge:**

- To know how to sing and maintain an independent part with awareness of other parts
- To know how to experiment and perform sounds made by my voice
- To know how to interpret the melody shape of a song in a graphic score format
- To know how to comment on my own and other people's performance using correct vocabulary