



Coleman Primary School

**Key Knowledge Organiser:**

**Year 6- Spring 1**

Music: Rhythm

In this unit, children will hear music from a variety of genres that use different time signatures. These pieces, combined with a range of notation activities, will help the children to gain confidence identifying rhythms both visually and aurally. Elements such as musical arrangement, structure and texture will be explored and the unit will culminate with the children performing pieces they have composed using these techniques in small groups, to an audience. Their performances will be assessed, discussed and critiqued against the success criteria.

**Key Vocabulary**

<b>Bar</b>	A segment of time corresponding to a specific number of beats marked in the music by vertical bar lines'
<b>Crotchet</b>	A 1 beat note
<b>Genre</b>	The style of music
<b>Melody</b>	the tune
<b>Minim</b>	A 2 beat note
<b>Ostinato</b>	A repeated musical phrase or rhythm
<b>Pitch</b>	how high or low a note is
<b>Pulse</b>	The regular heartbeat of a piece, holding the core timing together. This is also known as the beat
<b>Quaver</b>	A 1/2 a beat note
<b>Rhythm</b>	A pattern of sounds played through time, formed by a series of notes
<b>Semi-breve</b>	A 4 beat note
<b>Stave</b>	A set of 5 horizontal lines and 4 spaces that each represent a different musical pitch
<b>Timbre</b>	The quality or 'colour' of sound that makes one voice or instrument different from another.
<b>Tempo</b>	the speed at which a piece of music is played
<b>Texture</b>	described as 'thin' or 'thick' depending on how many different layers of sounds you can hear
<b>Time Signature</b>	Two numbers written like a fraction at the start of a piece to explain how the music is to be counted. The top number denotes the number of beats (pulses) and the bottom number denotes the type of beat

**Images:**

Let's listen to '[Shadows](#)' - [Lindsey Stirling](#). When you have identified the pulse, choose an action to do in time e.g. clapping, tapping your head.

What genre of music do you think this is?  
How does the music make you feel? Use musical vocabulary in your answer.



Lindsey Stirling is an American violinist, songwriter and choreographer who combines her love of violin and dance into unique performances. She describes herself as a 'hip-hop violinist' and is most well-known for electronic dance music.



 CROTCHET 1 beat Ta	 CROTCHET REST 1 beat Shh	 PAIRED QUAVERS 1 beat (½ + ½) Ti-ti	 MINIM 2 beats Ta-a	 SEMBREVE 4 beats Ta-a-a-a
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Let's look at the following images:

These are called **time signatures** and show us how many beats are in a bar of music. 3/4 means 3 beats in a bar.

**Skills:**

- Use a variety of timbres and techniques when creating and playing music
- Use and respond to basic musical symbols including standard notation
- Create and play contrasting rhythms within a range of time signatures
- Maintain a rhythmic part in a group performance with an awareness of structure.
- Comment on own and other people's performances using vocabulary learnt in this unit.

**Knowledge:**

- To know how to use a variety of timbres and techniques when creating and playing music
- To know how to use and respond to basic musical symbols
- To know how to create and play contrasting rhythms with a range of time signatures
- To know how to maintain a rhythmic part in a group performance with awareness of structure
- To know how to comment on my own and other people's performances using Year 5 vocabulary