



Coleman Primary School

**Key Knowledge Organiser:**

**Year 6- Summer 1**

Music: Music Technology, Form & Structure

In this unit, children will consolidate prior learning by using texture, use of dynamics and audio effects to create pieces in Bandlab Education that contain A, B and C sections. Children will write raps and body percussion rhythms in small groups and perform them over compositions made in Bandlab Education. Performances will take place and the class will have an opportunity to assess and offer feedback.

**Key Vocabulary**

<b>Audio effects</b>	Effects used to alter the character and sound of an instrument or audio loop
<b>Audio recording</b>	To make a recording of sound
<b>Bar</b>	A segment of time corresponding to a specific number of beats marked in the music by vertical 'bar lines' to group them together
<b>Bridge</b>	A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part, making it more enjoyable to listen to.
<b>Loops</b>	A repeating section of sound.
<b>Lyrics</b>	The words to a song.
<b>Outro</b>	The section that ends a song. The last part of song structure.
<b>Rap</b>	A musical form of vocal delivery that uses rhyme, rhythmic speech, and everyday speech
<b>Verse and Chorus</b>	Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the Verse will change words but the chorus will stay the same

**Images:**

**Task**

▶ To finish off, your group will compose a simple body percussion rhythm.

▶ Look at the rhythm above and perform it as a class.

▶ As a group, create your own rhythm. Keep it simple and easy to remember. Your teacher will say if your group will create a 4 beat or 8 beat rhythm on [this sheet](#). Your teacher may also provide [this handout](#) which allows you to use crotchets and quavers if you wish.

**Task**

▶ Each group will now perform their piece to the backing track.

A	B	A	B	C
Verse	Chorus	Verse	Chorus	Outro

▶ Your main goal is to perform the sections correctly in the order seen above.

▶ Do your best to keep in time as a group.

▶ Your teacher will video or audio record the performances so we can watch them back and discuss them in the next lesson.

▶ Audience, be quiet and supportive of all of the performances. Make musical observations and see if the group was able to follow the correct structure.

**Skills:**

- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style.
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

**Knowledge:**

- To know how to use and identify key features of musical structures
- To know how to consider some musical devices when playing music
- To know how to comment on my own and other people's performances using Year 5 vocabulary