



**Coleman Primary School**

**Key Knowledge Organiser:**

**Year 5- Spring 2**

**Rhythm**

In this unit, children will have access to a wide variety of music including pieces by Anna Meredith, 'Animusic' and the musical, 'Stomp'. They will explore how rhythms can be created, layered and combined to produce a range of textures, dynamics and musical interest. Children will also experience working with formal and non-formal notation and using rhythm grids to compose music. They will perform to an audience at the end of the unit and assess their work through written and spoken feedback.

**Key Vocabulary**

<b>Canon</b>	A piece in which two or more parts play the same musical idea at different times
<b>Crotchet</b>	A 1 beat note
<b>Crotchet rest</b>	A 1 beat rest
<b>Dynamics</b>	How loudly or softly to play a part or piece of music
<b>Graphic notation</b>	Using non-standard symbols to represent written music
<b>Improvise</b>	Composing music while performing it without notation
<b>Melody</b>	A group of notes played one after another to make a tune (a melody)
<b>Minim</b>	A 2 beat note
<b>Ostinato</b>	A repeated musical phrase or rhythm
<b>Paired quavers</b>	Two quavers, half a beat each which together equals 1 beat
<b>Pentatonic scale</b>	A 5 note scale which consists of the 1st, 2nd, 3rd, 5th and 6th notes of a scale. Eg. C, D, E, G, A.
<b>Phrase</b>	A 'musical sentence' created by a series of notes, sounding complete even when played alone
<b>Pulse</b>	The regular 'heartbeat' of a piece, holding the core timing in a piece of music. This is also known as the beat.
<b>Rhythm</b>	A pattern of sounds played through time, formed by a series of notes.

The image shows four musical symbols with their corresponding labels in yellow boxes below them:

- CROTCHET**: A single eighth note. Label: CROTCHET, 1 beat, Ta
- CROTCHET REST**: A single eighth rest symbol. Label: CROTCHET REST, 1 beat, Shh
- PAIRED QUAVERS**: Two eighth notes beamed together. Label: PAIRED QUAVERS, 1 beat (1/2 + 1/2), Ti-ti
- MINIM**: A single quarter note. Label: MINIM, 2 beats, Ta-a

**Links to the National Curriculum:**

- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
- Capture and record creative ideas using graphic symbols / rhythm notation
- Combine known rhythmic notation with letter names to create short pentatonic

**Skills learned prior to this unit:**

**Skills learned this unit:**

- Create and perform different rhythms and play them confidently within a set structure.
- Confidently maintain an independent part while playing an instrument in a small group
- Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse
- Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.
- Comment on own and other people's performances using Yr 4 vocabulary learnt

<b>Round</b>	A song in which singers perform the same melody but at staggered starting points, producing overlapping harmony.	phrases using a limited range of 5 pitches <ul style="list-style-type: none"> <li>• Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</li> <li>• Understand the differences between minims, crotchets, paired quavers and rests</li> </ul>	
<b>Tempo</b>	The speed at which a piece of music is played		
<b>Texture</b>	The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound.		