

St Luke's Knowledge Organiser

Year 6—Spring—Abdelazer-Rondeau

What I should already know

I can listen and reflect on a piece of orchestral music.

I can learn to play a tune.

I can create my own pieces inspired by composers and compositions.

I can perform as an ensemble

I know some simple staff notation

I know and can use some musical language appropriate to the task.







Sticky Knowledge and skills

- ◆ To listen to and describe a piece of music.
- ◆ To make a graphic score.
- ◆ To interpret a graphic score .
- ◆ To learn to play a melody.
- ◆ To orchestrate a melody.
- ◆ To read notation.
- ◆ To invent a new section of music.
- ◆ To structure ideas into a rondo.
- ◆ To invent new musical ideas to create a variation upon a theme .
- ◆ To structure ideas together into a bigger piece .
- ◆ Structure all ideas into a piece
- ◆ Perform the piece to an audience
- ◆ Use technical terminology where appropriate

Songs and composers

Abdelazer - Rondeau

Musical Notation

	Crotchet
	Quaver— half a crotchet
	Minim — two counts
	Semibreve - four counts

Vocabulary

Graphic Score	A visual (often diagrammatic) representation of music. There are no rules for graphic
Motif	A short musical idea.
Ostinato	A repeated, often rhythmic pattern.
Pulse	The steady beat of the music. This is what we might clap our hands
Sound Scape	A musical collage of sounds often free
Structure	The shape of a piece of music.