

# St Luke's Knowledge Organiser

## Year 6 - Autumn - The Nutcracker



### What I should already know

- ◆ An enigma is a puzzle.
- ◆ Music has changed overtime - different musicians and composers.
- ◆ Instruments can be used to represent different words.
- ◆ Ideas can be ordered to create a bigger piece of music.
- ◆ My body can be used to tap a rhythm.

### Musical Notation



Crochet

Quaver - half a crotchet

Minim - two counts

Semibreve - four counts



### Vocabulary

Bar	Music is divided up into small chunks often comprising of 4 beats. These help us to navigate the music and keep together.
Crescendo	Gradually getting louder (opposite: decrescendo or diminuendo)
Melody	Another word for 'tune'. A linear line of notes, like a musical sentence
Ostinato	A repeating (often rhythmic) pattern
Pulse	The steady 'beat' under much music made up of notes of the same length (like a ticking clock)
Ternary Form	ABA - a very popular musical shape which features the opening music returning at the end after a contrasting middle section

### Sticky Knowledge and skills

- ◆ Artwork can be created in response to music.
- ◆ Rhythmic pattern is performed with a pulse.
- ◆ Dance can be created to fit a rhyme.
- ◆ Bars need to be counted.
- ◆ Rhythm and gestures are used to count bars.
- ◆ Ternary music features the opening music returning at the end after a contrasting middle section.
- ◆ Waltzes are made up of three repeating beats.
- ◆ Pitched percussion can be added to a waltz.

### Songs and composers

The Nutcracker by Pyotr Ilyich Tchaikovsky