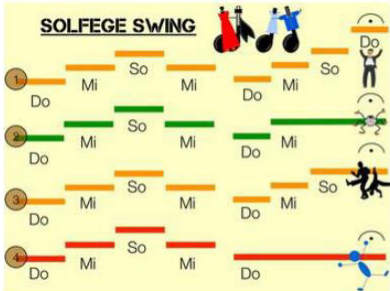
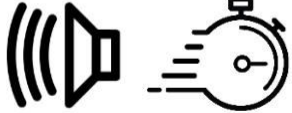





## West Meadows Primary School Foundation Knowledge Organiser

<b>Area: Performing</b>	<b>Year: 5</b>	<b>Subject: Music</b>	
<b>What should I already know?</b> an ensemble means playing in part of a group a conductor controls the musicians and gives them instructions for how to play how and when to perform when there are two parts to a song	<b>How will I use this learning in the future?</b> In Year 6, I will perform in sole ensemble contexts showing an awareness of audience and purpose. I will perform simple melodic and rhythmic parts in solo and ensemble contexts, with increasing accuracy, expression, fluency and control.	<b>What vocabulary should I learn?</b>	
		<b>flat</b>	when the pitch is lower than it should be
		<b>meaning</b>	the mood or message to be conveyed in a piece of music
		<b>occasion</b>	the particular event or audience
		<b>placement</b>	the direction in which a singer intentionally directs their voice
		<b>range</b>	the highest and lowest notes we are able to sing
		<b>repertoire</b>	collection of songs that can be sung from memory
		<b>sharp</b>	when the pitch is higher than it should be
		<b>vibrato</b>	the fluctuation of pitch within a vocal tone
<b>What should I be able to do by the end?</b>		<b>What vocabulary do I already know?</b>	
<p><b>I can use my voice to perform in solos and ensemble contexts, with overall accuracy, control and expression, showing an awareness of occasion and meaning.</b></p> <p>I can consider the <b>placement</b> of my voice when performing.</p> <p>I can maintain correct <b>posture</b> when performing.</p> <p>I can use <b>diction</b> and <b>expression</b> to convey my message appropriately.</p> <p>I can use the full <b>vocal range</b> of notes and understand when a note is <b>sharp</b> or <b>flat</b>.</p> <p>I can use <b>vibrato</b> when performing.</p> <p>I can build up my <b>repertoire</b> of songs.</p>	<p><b>I can maintain my own part with awareness of how the different parts fit together.</b></p> <p>I can perform my 'part' whilst others are singing different parts, including where there are three or four different parts.</p>  <p><b>I can follow two simultaneous instructions from a conductor, e.g. louder and faster.</b></p> 	<p><b>I can play tuned and untuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression and fluency.</b></p> <p>I can aurally memorise the sequence of notes to repeat and perform.</p>  <p><b>I can improve the fluency of my melodic and rhythmic parts by practising alone and as part of an ensemble.</b></p> <p><b>I can listen with increasing attention to detail and recall sounds with increasing aural memory.</b></p> <p>I can recall longer musical phrases over a longer period of time.</p>	<p><b>diction</b></p> <p>articulation of the words so they are understandable to the listener</p>
			<p><b>harmony</b></p> <p>the combination of two simultaneous voices or musical notes to produce a pleasing effect</p>
			<p><b>motif</b></p> <p>a short repeated phrase within a piece of music</p>
			<p><b>phrasing</b></p> <p>the parts sung between each breath</p>
			<p><b>projection</b></p> <p>the volume with which a singer can produce sound</p>
			<p><b>riff</b></p> <p>a short repeated phrase within a piece of music</p>
			<p><b>stamina</b></p> <p>the ability to keep going for longer</p>
		<b>What should I know by the end?</b>	
		<p>Oracy plays an important part in a musical performance. It is important to maintain your part whilst having an awareness of others and how this 'fits together'.</p> <p>Orchestras have their own parts but collectively perform a unified piece of music through the use of ostinatos and acute aural awareness.</p> 