

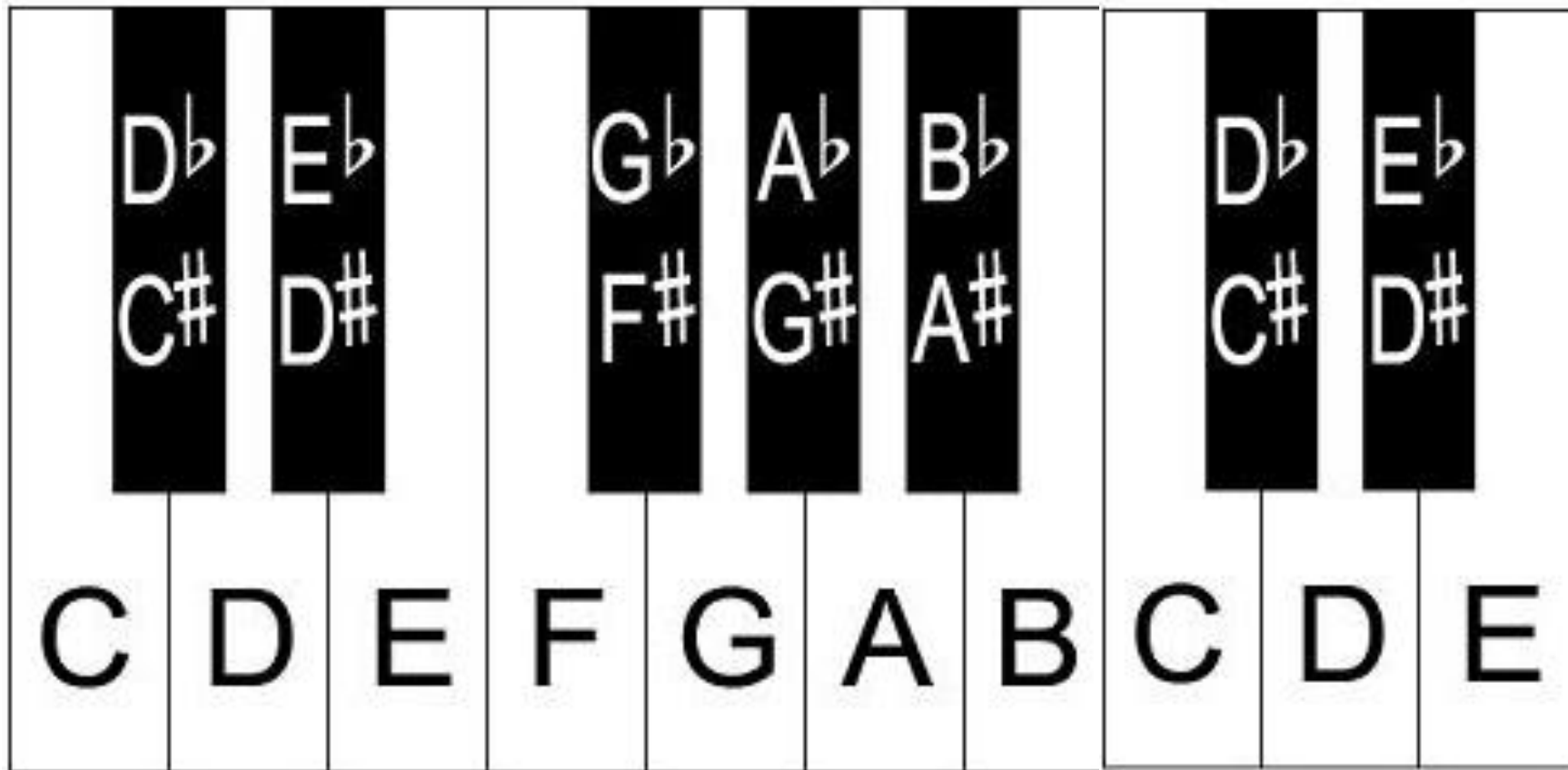


Music  
Core  
Knowledge

<b>GROUP</b>	<b>TERM</b>	<b>MEANING</b>
1	Duration	Long/short = how long it is
	Dynamics	Loud/Quiet = volume
	Timbre	All instruments sounds different/have own sound
	Pitch	High/Low
	Tempo	Fast/Slow = speed
2	Texture	How many instruments/sounds
	Genre	What type of music E.G. rock/classical
	Rhythm	Length of notes (grouped as a pattern)/ beat
	Structure	Sections of a piece of music E.G chorus
	Melody	Tune
3	Accompaniment	Backing music
	Composer	Person who writes the music.
	Era	Period of history
	Harmony/Chords	Several notes together.
	Tonality	Mood – happy/sad













## Music Spellings

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
Rhythm	Saxophone	Instrument
Timbre	Double Bass	Percussion
Chorus	Choir	Glockenspiel
Dynamics	Guitar	Tambourine
Accompaniment	Cello	Keyboard
Chord	Ukuleles	Piano
Rehearse	Flute	Cymbal
Crotchet	Bassoon	Xylophone
Quaver	Piccolo	Orchestra
Practise	Accordion	Maracas





# = shaRp → black note to the Right      b = fLat → black note to the Left



## Note values:

Note Name	1	2	3	4
Semibreve 4				
Minim 2				
Crotchet 1				
Quaver ½ EACH Every circle = a sound	 ½ ½	 ½ ½	 ½ ½	 ½ ½
Dotted minim 3				

## Important note:





 = 2 quavers 'holding hands'. They are worth half each.   
 ½ ½      On the right is a quaver on its own (still half a beat)      ½











A dot beside a note (like the dotted minim) = 50% extra and can be added to any note.

Semiquaver ¼ EACH Every circle = a sound	 ¼ ¼ ¼ ¼	 ¼ ¼ ¼ ¼
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## More complex note values:

The dot beside adds 50% extra to the original note

Note Name	1	2	3	4	5	6
Dotted Semibreve 6						
Dotted minim 3						
Dotted Crotchet 1 and ½						
Dotted Quaver ¾						

Note Name	note	REST
semibreve 4 beats		
Dotted Minim 3 beats		
Minim 2 beats		
Crotchet 1 beat		
quaver ½ beat each		

You can also **'tie'** notes together to create longer notes. You draw both notes, but only play one note that is the value of both notes added together.

Eg.  $1 + \frac{1}{2} = 1 \frac{1}{2}$



Eg.  $4 + 1 = 5$



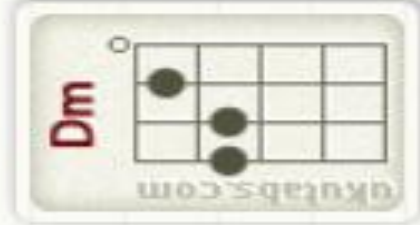
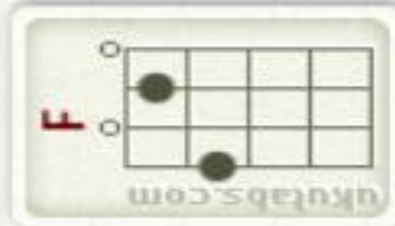
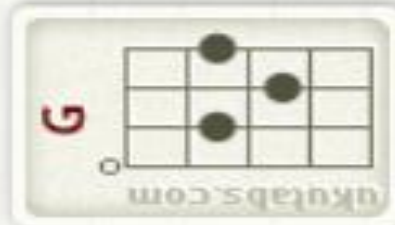
# UKULELE CHORDS



Page this way up



Lay the ukulele directly on top of the chord grid to work out where to put your fingers.



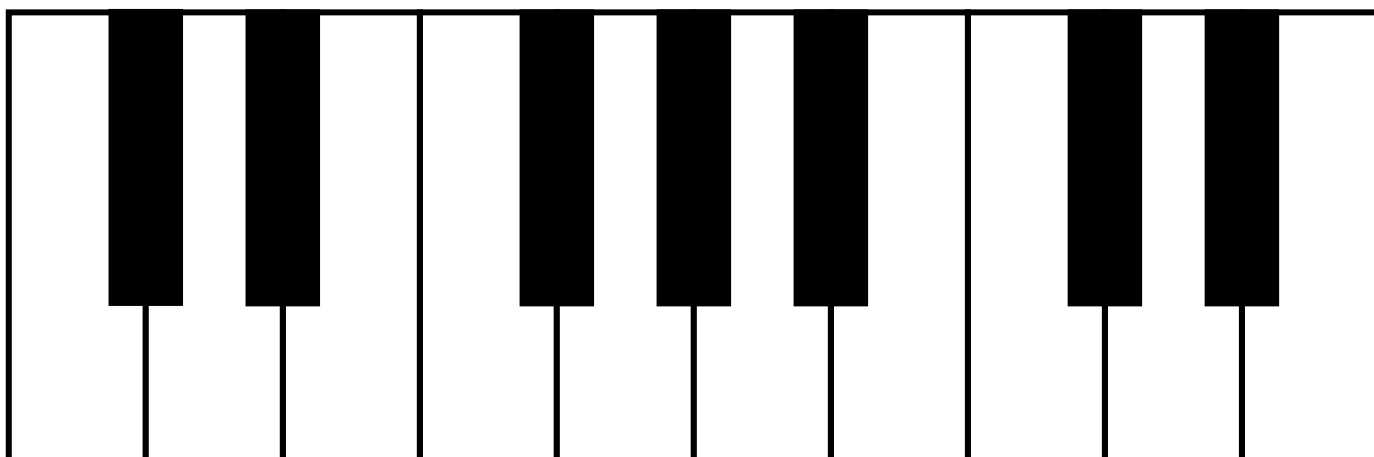
CHORDS = Multiple notes played together.

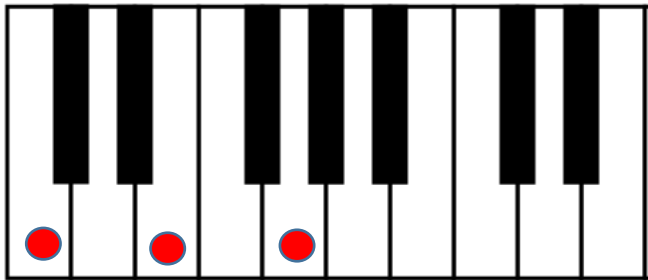
- Instruments that **can** play chords include;  
Piano, keyboard, guitar, ukulele, harp, cello, banjo, glockenspiel – anything with strings and piano keys. Bagpipes, harmonica.
- Instruments that **can not** play chords include;  
Trumpet, recorder, flute – nothing you blow into (exceptions listed above). Drums, cymbals – things you hit that just make 1 sound.

### HOW TO WORK OUT CHORDS

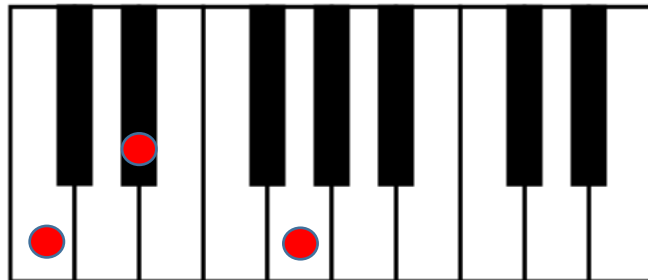
1. Each chord **STARTS** with that letter.
2. **MAJOR** = Count 4 notes, then 3 (including black notes)
3. **MINOR** = count 3 notes then 4 notes (**TIP**= every other letter)

MAJOR	minor – only mid symbol different
C = C E G	Cm = C Eb G
D = D F# A	Dm = D F A
E = E G# B	Em = E G B
F = F A C	Fm = F Ab C
G = G B D	Gm = G Bb D
A = A C# E	Am = A C E
B = B D# F#	Bm = B D F#

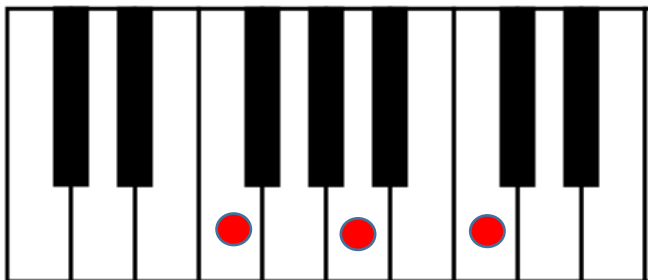




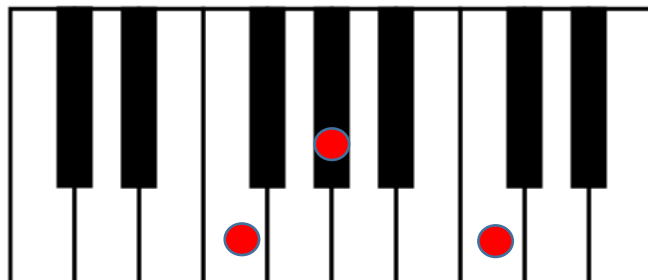
C = C E G



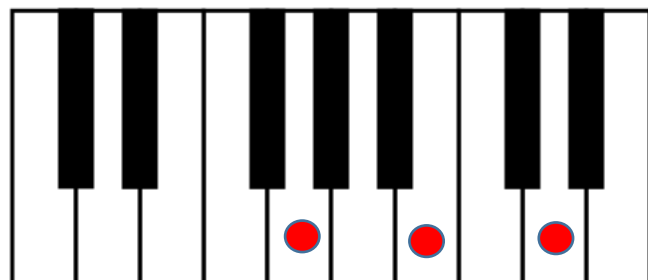
Cm = C Eb G



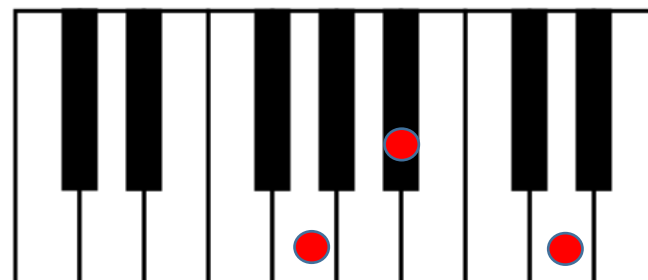
F = F A C



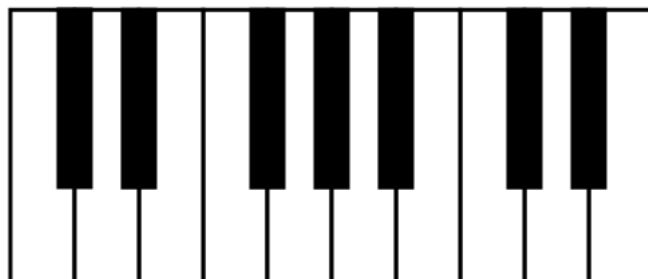
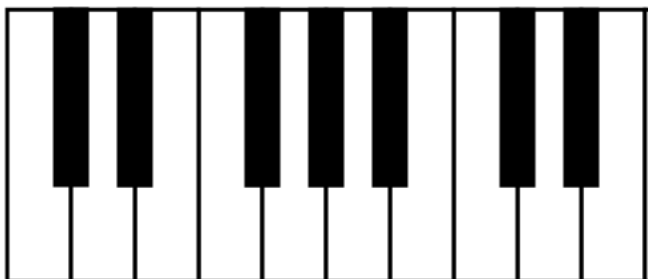
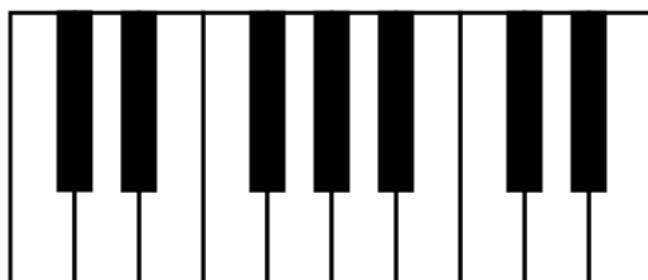
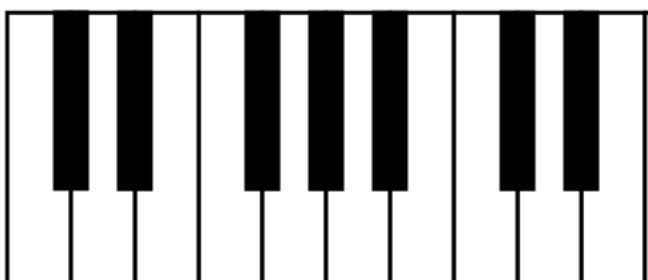
Fm = F Ab C



G = G B D



G = G B D



Treble Clef = Right Hand of piano / medium – high sounds

Music paper = manuscript paper

# Treble Clef Notes

Always start at the bottom of the ladder and climb up.

5 lines  
= stave

E G B D F

F A C E

Every Good Burger Deserves Fries

In the space

C D

E

F

G

A

B

C

D

E

F

G A

Coming Down

Going Above

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# FAMILIES OF INSTRUMENTS.

EXTRA GROUP: KEYBOARD = piano, organ, keyboard

<p><b>PERCUSSION</b></p> <p>Drum Cymbal Triangle Xylophone Glockenspiel Bongos</p>	<p><b>WOODWIND</b></p> <p>Flute Clarinet Bassoon Oboe Saxophone Recorder</p>
<p><b>STRINGS</b></p> <p>Violin Viola Cello Double bass Harp Ukulele Guitar</p>	<p><b>BRASS</b></p> <p>Trumpet Trombone Tuba French horn Cornet Euphonium</p>

<u>D</u> eveloping level	<u>C</u> onfident level	<u>E</u> xceptional level	I Can....
			Play chords on the ukulele
			Name all the notes on the keyboard
			Play a tune (Right Hand) on the keyboard
			Play keyboard hands together (tune & chords)
			Sing a song accurately (pitch and timing)
			Recognise & play rhythms
			Keep a part in time in a group
			Use correct musical vocabulary e.g. Dynamics = volume
			Use listening skills e.g. name instrument, state speed
			Read treble clef notation (piano Right Hand)
			Create music

**Level Descriptions:**

Developing level:  
Need a lot of help/  
Big pauses between  
notes / Find it quite  
difficult to do

Confident level:  
Don't need much  
help/ No pauses /  
Quite happy &  
confident to do

Exceptional level:  
Can help others /  
Find it easy to do/  
Can do more complex  
versions

- / = / +

## Assessment record – Yr7

Description	Grade	Target

### Practical Work Targets:

1. Play all lines. (Don't keep starting again)
2. Work on getting correct notes & rhythms (chord shapes on uke).
3. Work on tempo/ no pauses.
4. Play hands together.
5. Play the harder version.
6. Play the harder version hands together.
7. Work on dynamics & finishing touches.
8. Make most of practice time.
9. GROUP WORK: Work on timing with other members of group.
10. GROUP WORK: Make sure you have a hard enough role in group

## Assessment record – Yr8

Description	Grade	Target

### Practical Grades:

Keyboard	Grade	Ukulele
Tune & chords plus... <ul style="list-style-type: none"> <li>• Longer version</li> <li>• Harder accompaniment</li> <li>• Dynamics</li> <li>• Create own Intro &amp; outro</li> </ul>	<b>Exceptional</b>	All chords on own plus... <ul style="list-style-type: none"> <li>• Longer version</li> <li>• Harder accompaniment</li> <li>• Dynamics</li> <li>• Create own Intro &amp; outro</li> </ul>
Tune & chords	<b>Confident</b>	All chords on own
Tune	<b>Developing</b>	Chords shared in group

+ Excellent notes and timing.

= Almost all correct.

- Several mistakes

**GLUE HERE**