

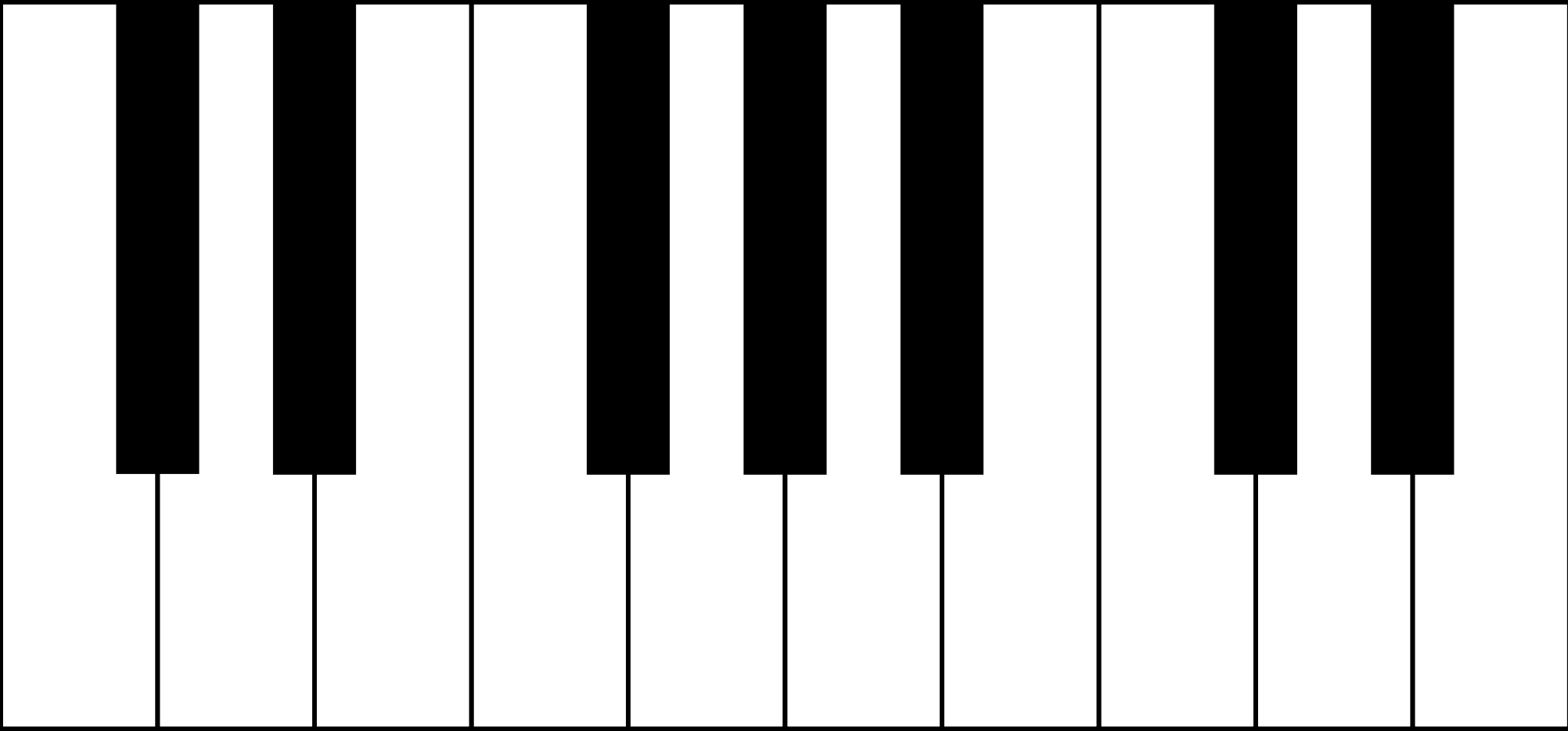


Music  
Core  
Knowledge













<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



## Note values:

Note Name	1	2	3	4
				
				
				
				
				

## Important note:





 = 2 quavers 'holding hands'. They are worth half each.   
 $\frac{1}{2}$   $\frac{1}{2}$  On the right is a quaver on its own (still half a beat)  $\frac{1}{2}$











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

		
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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
						
						
						
						

Note Name	note	REST
		
		
		
		
		

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.  $4 + 1 = 5$



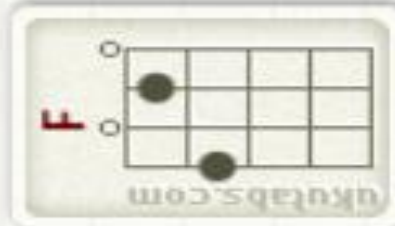
# UKULELE CHORDS



Page this way up



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



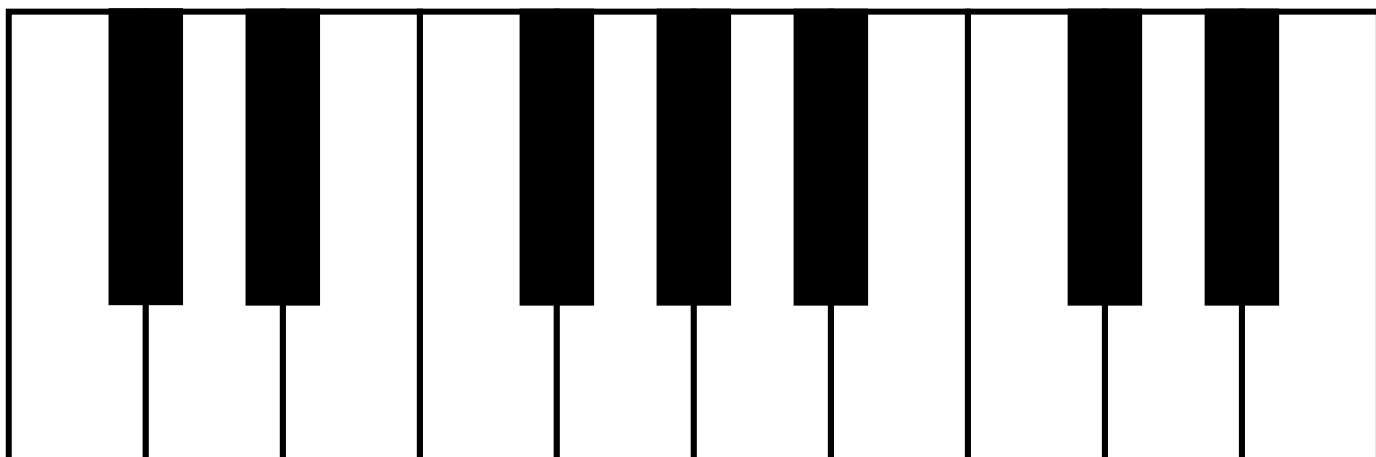
# CHORDS =

- Instruments that can play chords include;
  
- Instruments that **can not** play chords include;

## 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





# Treble Clef Notes



A musical staff with a treble clef. The notes are placed on the lines and spaces of the staff. The notes are: E (first space), G (second space), B (third space), D (fourth space), F (fifth space), F (first space), A (second space), C (third space), and E (fourth space).

E G B D F F A C E



A musical staff with a treble clef. The notes are placed on the lines and spaces of the staff, ascending from the bottom line to the top line and then descending. The notes are: C (bottom line), D (first space), E (second space), F (third space), G (fourth space), A (fifth space), B (first space), C (second space), D (third space), E (fourth space), F (fifth space), G (first space), and A (second space).

C D E F G A B C D E F G A

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# FAMILIES OF INSTRUMENTS.

**PERCUSSION**

**WOODWIND**

**STRINGS**

**BRASS**

<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**