



St Leo's and Southmead  
Catholic Nursery and Primary  
School

Year 5

## Music Knowledge Organiser

Summer  
Term

### Dancing in the street

#### Amazing Activities

Whole class to perform, accompany and sing the song to whole school in assembly

#### Key Concepts

To recognise the dimensions of music—pitch, rhythm, pace, and pulse.

Understanding how songs are constructed and recognising the features of each part of the composition

Recognising the features of motown music

Listening and appraising a variety of famous Motown songs from the 1960's and 1970's

Playing instruments using musical notation to accompany the songs

#### Key Vocabulary

- Pulse - the regular heartbeat of the music, the steady beat
- Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat
- Pitch - high and low sounds
- Tempo - the speed of the music, fast or slow or in-between
- Dynamics - how loud or quiet music is
- Timbre - all instruments including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
- Texture - layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure - every piece of music has a structure eg introduction, verse, chorus ending, bridge, instrumental solo.

#### Skills

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians .
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### Curriculum Links

- History—Looking at the music and culture of the different decades