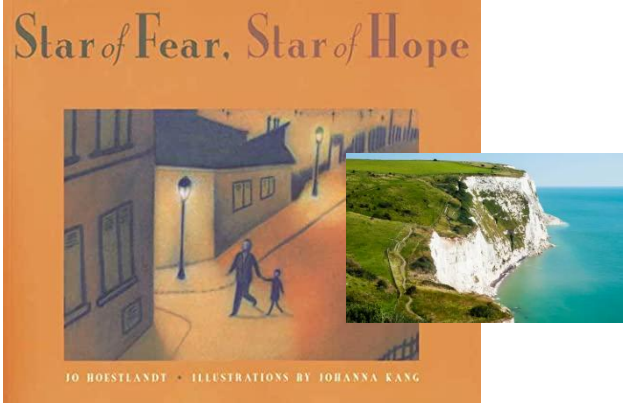


Autumn 1 Year 6 Music Knowledge Organiser

Songs of WWII

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Accuracy	Ability to produce or perform music		- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. - To know that the Solfa syllables represent the pitches in an octave. - To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Compare	Similarities between songs		
Contrast	Differences between songs		
Complement	Makes something even better		
Era	A time period		
Harmony	A combination of notes played or sung		
Solfa	Used to teach pitch and sight singing do, re, mi, fa, sol, la, ti, do	Writing/Provision/ Enrichment opportunities	
		Children will be covering WWII in History and English	
		When discussing solfa - introduce The Sound of Music with the class.	

Presentation	Assessment		
	Using musical vocabulary to identify features of different eras of music and using comparative language and fact and opinion to compare songs.	The use of musical and comparative language in discussion.	The ability to talk about more complex words on Extension activity: Song cards (rubato/ cantabile).
	Developing greater accuracy in pitch and control. Singing with expression and following the melody, singing lyrics with meaning and where relevant, singing sections more quietly or loudly.	Answering questions accurately and following the melody line.	Singing with confidence and the ability to copy back phrasing and breathing.
	Identifying pitches within an octave when singing, reading and interpreting a graphic score.	Following the scores with a good sense of timing, reflecting the timing of the song they are singing.	The ability to notate (colour) without support, and knowing the note names.
	Using knowledge of pitch to develop confidence when singing in parts. Following a melody line and singing a counter-melody while listening to another melody.	Singing the correct words at the correct time.	Not being put-off by the melody, and singing the counter-melody strongly and accurately.
	Identifying higher and lower pitches through colours and using colour to notate a counter-melody. Explaining which Solfa pitches are higher and lower.	Following the scores with a good sense of timing, reflecting the timing of the song they are singing. Recalling the counter-melody line.	The ability to notate without support, and knowing the note names.