

# **Music Theory**

## **Knowledge Organisers**

# Music Theory: Lite Level 1R (EYFS)

## Course Evaluation Criteria

**Reception:** We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils understand that different materials make different sounds.
2. Pupils can play the tambourine in two different ways.
3. Pupils know what the word pitch means.
4. Pupils can play different instruments while following along to a play along video.
5. Pupils can move to a beat in music.
6. Pupils can respond to changes in tempo in a piece of music.
7. Pupils understand what makes a good performance.

## Course Overview

**Course overview:** This course aims to give EYFS pupils an entry into music making. Each lesson starts with a short story time about one of the instruments. The story covers the instrument, its timbre, how it's played and what genre of music it is heard in. Through this, pupils will explore a wide range of music from different genres, cultures and styles. Pupils will look at how music can be used to help tell stories and convey feelings. Pupils will learn about performances and how to share music with each other. Pupils will create music using a variety of different small instrumentation, develop their fine motor skills and experiment with different kinds of sounds.

**Learning Outcomes for the course:** Pupils will be able to aurally identify the beat within music. Pupils will be able to play a variety of small instrumentation as an ensemble. Pupils will be able to create their own musical patterns. Pupils will begin to understand how music conveys feelings and emotions.

## Instruments



Tambourines



Triangles



Shakers



Hand Bells



Drums



Guiro Scraper

## Vocabulary Bank

Beat

*The beat is the steady pulse of the music.*

Tempo

*The tempo is the speed of the music.*

Pitch

*Pitch is how high or low a note is.*

Instrument

*Something you play music on.*

Performance

*When we play music for other people.*

Melody

*The main tune of a song.*

Samba

*Samba music comes from Brazil.*

Reggae

*Reggae music comes from the Caribbean.*

# Music Theory: Lite Level 1 (KS1)

## Course Evaluation Criteria

**We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

1. Pupils can find middle C on the keyboard.
2. Pupils know what instrument families are.
3. Pupils can name three instruments they might find in a jazz band.
4. Pupils can clap to the beat of songs at different tempos.
5. Pupils can explain what a rhythm is.
6. Pupils know the note lengths of a crotchet, quaver and minim.
7. Pupils can clap a rhythm following rhythmic notation.
8. Pupils know what 'pitch' means.
9. Pupils can aurally identify when note ascend or descend in pitch.
10. Pupils can play a simple melody on the keyboards.

## Course Overview

**Course overview:** Music Theory Lite Level 1 serves as a basic introduction to Music Theory for KS1 pupils. Throughout these lessons the pupils will be introduced to basic musical symbols as well as learning what importance they have within music. Pupils will learn features of musical notation to prepare pupils for reading and performing music. Pupils will become familiar with pitch and tuned instrumentation through the use of keyboard through the course. Pupils will be encouraged to develop the musical ear through practicing aural skills and thinking critically about the music they hear.

**Learning Outcomes for the course:** Pupils will be able to recognise a crotchet, minim and semibreve and give the notational value of each note. Pupils will be able to perform rhythmic patterns on the keyboards and by clapping. Pupils will become familiar with the instruments of an orchestra and a Jazz big band.

## Symbols Bank

	Treble Clef
	Crotchet
	Quaver
	Minim
	Semibreve

## Keyboards



## Vocabulary Bank

Timbre	<i>The sound of an instrument or instrument family.</i>
Beat	<i>The beat is the steady pulse of the music.</i>
Rhythm	<i>The rhythm is a pattern of sounds.</i>
Pitch	<i>Pitch is how high or low a note is.</i>
Instrument	<i>Something you play music on.</i>
Big Band	<i>A jazz ensemble with lots of brass and woodwind instruments and rhythm section.</i>
Orchestra	<i>A large ensemble with a string, brass, woodwind and percussion section.</i>
Composer	<i>Someone who writes music.</i>
Melody	<i>The main tune of a song.</i>

# Music Theory: Lite Level 2 (KS1)

## Course Evaluation Criteria

**We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

1. Pupils know the definition of "genre".
2. Pupils can clap beats made of crotchets and minims.
3. Pupils know the difference between some genres of music based on their key characteristics.
4. Pupils know the difference between an original score, and an alternative Jazz version.
5. Pupils can use semibreves and minims to compose a piece of music.
6. Pupils can improvise a solo to a specific genre.
7. Pupils can write and perform a rap with rhyming verses.
8. Pupils can discuss how a piece of music makes them feel.
9. Pupils can perform on the keyboards confidently in front of others.
10. Pupils can name five different musical genres.

## Course Overview

**Course overview:** Music Theory Lite Level 2 focuses on three main areas of music and theory; Film Composition, Genre, and Improvisation and Creativity. Each week pupils will be tasked with analysing and responding to a film score taken from Disney's Fantasia. Pupils will then analyse a specific genre of music relating to an alternative score to Fantasia, learning about instrumentation, the working parts of popular instruments as well as being given the chance to improvise using a keyboard in a specific style.

**Learning Outcomes for the course:** To expand their understanding of instrumentation within specific genres. To develop their keyboard skills and creativity through keyboard improvisation and rhythm tasks. To create and write lyrics focusing on rhymes.

## Symbols Bank

	Treble Clef
	Crotchet
	Quaver
	Semibreve
	Minim
	Flat
	Sharp

## Keyboards



## Vocabulary Bank

Genre	<i>The style of the music.</i>
Rhythm	<i>The rhythm is a pattern of sounds.</i>
Major	<i>Major sounds happy.</i>
Minor	<i>Minor sounds sad.</i>
Improvisation	<i>Creating music on the spot, without rehearsing.</i>
Big Band	<i>A Jazz ensemble consisting of mostly brass and rhythm instruments.</i>
Funk	<i>A genre that focuses on the rhythm of the music.</i>
Hip-Hop	<i>A style of music from America which often includes rapping.</i>
Dance/Electronic	<i>A style of music with a strong beat and electronic instruments.</i>
Rock	<i>A style of music that uses lots of guitar and has lots of sub-genres.</i>

# Music Theory: Level 1 (KS2)

## Course Evaluation Criteria

We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

1. Pupils can play a C major scale.
2. Pupils can identify a quaver, crotchet and minim.
3. Pupils can perform simple rhythms following rhythmic notation.
4. Pupils know where C, D and E are on the treble clef stave.
5. Pupils understand what stepwise movement is.
6. Pupils can compose short melodies using a pre-chosen set of notes.
7. Pupils can explain what dynamics and tempo are.
8. Pupils can play melodies with appropriate musical expression.
9. Pupils understand how music can reflect emotion.
10. Pupils can name some songs and artists from the 80s and 90s.

## Course Overview

**Course overview:** This course provides an introduction into the understanding of music theory using keyboards. Pupils will explore key foundational skills such as composition and improvisation. Pupils will begin to learn to read and play music using western standard notation. They will use electronic keyboards to explore scales, rhythm, stepwise motion, expression and melodic structure. Pupils will then explore notation and the history of music further by performing a variety of different songs across the course.

**Learning Outcomes for the course:** Pupils will understand how scales are constructed and will have begun to learn how to read stave notation, by visually identifying the notes C, D and E on the treble clef stave. Pupils will gain confidence in performing their own rhythmic and melodic ideas. Pupils will begin to understand expression within music and how indicative musical features can reflect emotion.

## Symbols Bank

	Treble Clef	Instruction
	Piano	Volume
	Forte	Volume
	Crotchet	Note
	Quaver	Note
	Minim	Note

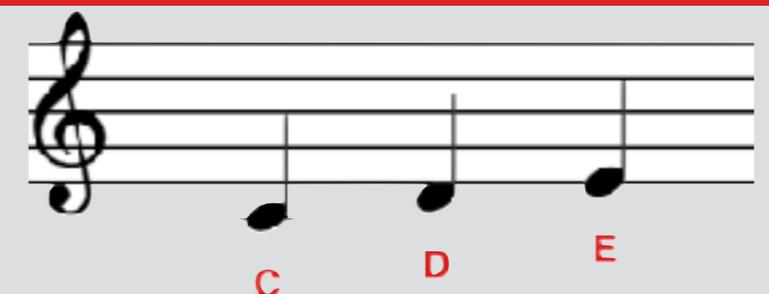
## Keyboards



## Vocabulary Bank

Stave	<i>The lines the notes are written on.</i>
Melody	<i>The main tune in the music.</i>
Stepwise	<i>Stepwise is where the music move up or down one note at a time.</i>
Dynamics	<i>Dynamics is the how loud or soft the music is.</i>
Tempo	<i>Tempo is the speed of the music.</i>
Scale	<i>A scale is the eight notes from one letter.</i>
Compose	<i>Compose means to write our own music.</i>
Drone	<i>A long sustained note.</i>

## Treble Stave



# Music Theory: Level 2 (KS2)

## Course Evaluation Criteria

**We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

1. Pupils can improvise using the notes of a C major scale.
2. Pupils can perform rhythms containing quavers, crotchets, minims and rests.
3. Pupils can create their own rhythms and perform them accurately.
4. Pupils know where C, D, E, F and G are on the treble clef staff.
5. Pupils understand what a pentatonic scale is.
6. Pupils can explain the difference between major and minor keys.
7. Pupils can aurally identify major and minor scales.
8. Pupils can explain what staccato and legato mean.
9. Pupils can compose melodies with rhythmic and melodic interest.
10. Pupils can name some of the key features of Motown and Soul music.

## Course Overview

**Course overview:** Music Theory Level 2 aims to teach pupils how music works and aims to help pupils understand musical language using keyboards. During the course, pupils will further develop their compositional skills and develop their ability to improvise. Pupils will understand rhythmic notation and will develop this further to explore notating pitches using stave notation. They will use the keyboards to explore pentatonic and diatonic scales, rhythm, major and minor tonalities, and expression. The pupils will explore notation and the history of music further by looking at Motown and soul music.

**Learning Outcomes for the course:** Pupils will learn the basics of music theory in order to create effective improvisations and compositions. Pupils will understand more complex rhythmic notation. Pupils will be able to visually identify the notes C, D, E, F and G on the treble clef staff. Pupils will start following stave notation to play simple melodies.

## Symbols Bank

	Bass Clef	Instruction
	Treble Clef	Instruction
	Crotchet Rest	Rest
	Crotchet	Note
	Quaver	Note
	Minim	Note
	Legato	Articulation
	Staccato	Articulation

## Treble Stave



## Vocabulary Bank

**Major** *Major sounds happy.*

**Minor** *Minor sounds sad.*

**Melody** *The main tune in the music.*

**Scale** *A scale is the eight notes from one letter.*

**Dynamics** *Dynamics are the volume of the music.*

**Tempo** *Tempo is the speed of the music.*

**Pentatonic** *A pentatonic scale has only 5 notes.*

**Rhythm** *A pattern of different note lengths.*

**Improvisation** *Improvisation is where we create music on the spot without rehearsal.*

# Music Theory: Level 3 (KS2)

## Course Evaluation Criteria

**We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

1. Pupils can play both a major and a minor scale.
2. Pupils can play a piece of music in 3/4.
3. Pupils understand what a time signature is.
4. Pupils know where C - C are on the treble clef stave.
5. Pupils can name the instrument families of the orchestra.
6. Pupils can aurally identify when notes are ascending or descending in pitch.
7. Pupils can play musical phrases by ear.
8. Pupils can perform music following stave notation within the range C - C.
9. Pupils can explain what makes a good improvisation.
10. Pupils can improvise over a bass-line groove.

## Course Overview

**Course overview:** Music Theory Level 3 aims to teach pupils key musical skills to enhance their understanding of music and engagement in music making. During this course, pupils will develop their understanding of musical notation, exploring stave notation within the octave and looking at more complex rhythmic notation and time signatures. Pupils will also develop and practice using their aural skills through investigating major and minor tonality and learning how to play music by ear.

**Learning Outcomes for the course:** Pupils will learn how to read stave notation on the treble stave from middle C – C. Pupils will put this into practice through learning musical phrases and songs using keyboards. Pupils will learn how to become well-rounded musicians through developing their aural skills and improvisational skills. Pupils will understand how to perform as an ensemble and will develop their understanding of the traditional orchestra.

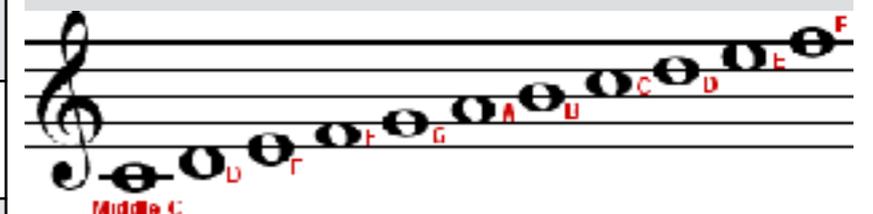
## Symbols Bank

	Bass Clef	Instruction
	Treble Clef	Instruction
	Crotchet	Note
	Quaver	Note
	Semiquaver	Note
	Semibreve	Note
	Minim	Note
	Flat	Note
	Sharp	Note
	4/4	Time Signature
	2/4	Time Signature
	3/4	Time Signature

## Vocabulary Bank

Melody	<i>The main tune in the music.</i>
Accompaniment	<i>The music in the background supporting a melody.</i>
Stave Notation	<i>Musical notes of a stave which tell us which pitch to play.</i>
Triads	<i>A chords made up of note 1,3 and 5 of a scale.</i>
Timbre	<i>The sound characteristics of an instrument.</i>
Aural Skills	<i>Identifying musical features by ear.</i>
Improvisation	<i>Improvisation is performing spontaneously without rehearsal.</i>

## Stave Notation



# Music Theory: Level 4 (KS2)

## Course Evaluation Criteria

**We would expect pupils on this level to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

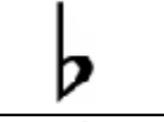
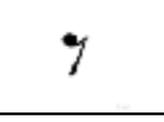
1. Pupils can identify the key features of the music stave.
2. Pupils can recall the note lengths of a semiquaver, quaver, crotchet, minim and semibreve.
3. Pupils can identify the lengths of different rests on the stave.
4. Pupils can compose music with melodic interest.
5. Pupils can explain the difference between a melody and an accompaniment.
6. Pupils can perform music following stave notation within the range C - C.
7. Pupils can perform as duet on the keyboards.
8. Pupils can explain what musicians need to think about when performing together.
9. Pupils can name more than one classical composer.
10. Pupils can name the key features of Jazz music.

## Course Overview

**Course overview:** Music Theory Level 4 aims to develop pupils confidence in reading and understanding music, though composition, improvisation and reading stave notation. During the course, pupils will use keyboards to understand how music can be broken down into melodies and accompaniments, and ensemble performance. The pupils will also touch on the history of music to provide context for their musical understanding. Pupils will have performance opportunities through the course to prepare them for KS3.

**Learning Outcomes for the course:** Pupils will further understand how music can be notated to represent pitch and rhythm. Pupils will understand how to read more complex rhythmic ideas and will be able to play music from stave notation within a range of C – C with confidence. Pupils will know the key features of both classical and jazz genres and understand how music has evolved across time.

## Symbols Bank

	Bass Clef	Instruction
	Treble Clef	Instruction
	Crotchet	Note
	Quaver	Note
	Semiquaver	Note
	Semibreve	Note
	Minim	Note
	Flat	Note
	Sharp	Note
	Crotchet Rest	Rest
	Quaver Rest	Rest
	Bar Rest	Rest

## Vocabulary Bank

Melody	<i>The main tune in the music.</i>
Accompaniment	<i>The music in the background supporting a melody.</i>
Octave	<i>8 Notes between one note and then when it next appears.</i>
Stave	<i>Where our music is notated.</i>
Rhythm	<i>A pattern of different note lengths.</i>
Genre	<i>The style of music.</i>
Ensemble	<i>A group of musicians performing together.</i>

## Stave Notation

