

## Knowledge Organiser

**Subject: Music**

**Unit 1: Hands, Feet, Heart**

### Overview:

During this sequence of learning, pupils will be focusing on a song entitled 'Hands, Feet, Heart' that celebrates South African Music. Pupils will explore elements of the song such as, pulse, rhythm and pitch. Pupils will also listen and appraise other styles of music.

### What should I already know?

### Vocabulary:

#### Songs and Styles

- To know the following music styles and facts:
  - Old School Hip - a style of music that includes rapping
  - Reggae - music that was originally from Jamaica and is a mixture of styles with elements of rock and soul music.
  - Bossa Nova - is Brazilian dance music that has syncopated guitar rhythms.
  - Pop - is a shortened form of 'Popular music', it is music that constantly changes as we change and the world changes.
  - Classical - music that has been composed by musicians who have been trained to write music in written notation.

#### Appraising

- To be able to recognise the following instruments/vocals within the 4 songs: male and female singers, keyboard, drums, decks, bass, guitar, percussion, trumpets and saxophones.
- To know that there is a story behind classical music pieces.
- To be able to express an opinion about a piece of classical music in terms of likes and dislikes and how the music makes us feel.

#### Games

- To be able to find the pulse in a piece of music
- To be able to copy, clap back and make own rhythms.

#### Singing

- To be able to sing four songs in unison (together).

#### Playing

- To be able to play the glockenspiel using one or three notes using C, D, F and G.

#### Improvising

- To be able to improvise using singing and playing with two notes using C, D, E and G.

#### Composing

- To be able to write a composition for a group to play using C, D + E
- Know that the notes of the composition can be written down and changed

#### Performing

- As part of a class, to introduce and perform a song with singing, rapping and playing.
- To be able to add movement to a performance.
- To be able to talk about the performance afterwards in terms of how it made them feel and whether it is right for recording.

Pulse

The regular heartbeat of music; it's steady beat.

Rhythm

Long and short sounds or patterns that happen over the pulse.

Pitch

High and low sounds.

Tempo

The speed of the music; fast or slow or in-between.

Dynamics

How loud or quiet the music is.

Improvise

To make up a tune and play it on the spot.

Compose

Create and develop musical ideas and 'fixing' them.

Perform

To sing and/or play instruments for others to hear.

Audience

The people who watch a performance.

Question and Answer

A series of two parts usually played or sung by different **musicians**.

Melody

Another name for a tune.

## What will I know by the end of the unit?

### Songs and Styles

- To be introduced to Afropop, South African (popular South African music) music through the following songs/music: -
  - The Click Song sung by Miriam Makeba
  - The Lion Sleeps Tonight sung by Soweto Gospel Choir
  - Bring Him Back by Hugh Masekela
  - You Can Call Me Al by Paul Simon
  - Hlokoloza by Arthur Mafokate
- Afropop, generally uses electric guitars and some traditional instruments such as pennywhistle, keyboard, bass and drums.
- It has a strong, swing or dance beat.
- To know some songs, have a chorus or a response/answer part.

### Appraising

- To identify instruments/voices that can be heard in the music: e.g Keyboard, bass, electric guitars, saxophone, trumpet, vocals.

### Games

- To be able to find the pulse.
- To copy and clap back rhythms.
- To clap the rhythm of your name.
- To make up your own rhythm.

### Singing

- To sing 'Hands, Feet, Heart' in groups.
- To be able to find a comfortable singing position.

### Playing

- To learn the names of notes G, A, B and C in their instrumental part from memory or when written down.
- To play using up to three notes - G or G, A + C.

### Improvising

- To be able to improvise using C and D.

### Composing

- To compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

### Performing

- To contribute to a class performance of 'Hands, Feet, Heart'.
- To introduce your performance to the audience.
- To discuss how it made you feel.



## Instruments

Electric  
Guitar



Bass



Drums



Keyboard



Saxophone



Trumpet

