

Music Theory

Knowledge Organisers

Music Theory: Lite Level 1 (KS1)

Course Evaluation Criteria

Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.










1. Pupils can name some instruments used in a Jazz ensemble.
2. Pupils can sing through "Do, Re, Mi" while using hand signals.
3. Pupils can understand how long a crotchet, minim and semibreve last for.
4. Pupils can recognise and replicate a treble and bass clef.
5. Pupils can explain the difference between beat and rhythm.
6. Pupils know the difference between a major and minor key.
7. Pupils can find the sharp or flat of a note on a keyboard.
8. Pupils know what the different dynamic symbols mean.
9. Pupils can clap a beat and a rhythm at the same time.
10. Pupils can name the sections of an orchestra and the instruments within them.

Course Overview

Course overview: This is a basic introduction to Music Theory. Throughout these lessons the pupils will be introduced to basic musical symbols as well as learning what importance they have within music; they will be taught different styles of world music and be encouraged to ask analytical questions; the pupils will be shown different musical instruments commonly used nationally and internationally. Finally, basic notation is the last thing to be taught introducing the pupils to crotchets, minims and semibreves.

Learning Outcomes for the course: To be able to recognise a crotchet, minim and semibreve and give the notational value. To understand different musical symbols and be able to draw them correctly and to understand more about world music and the instruments used.

Symbols Bank

	Treble Clef
	Quiet
	Loud
	Crotchet
	Quaver
	Semibreve
	Minim
	Flat
	Sharp

Vocabulary Bank

Beat

The beat is the steady pulse of the music.

Rhythm

The rhythm is a pattern of sounds.

Major

Major sounds happy.

Minor

Minor sounds sad.

Solfège

Hand symbols that tell us what note to play.

Instrument

Something you play music on.

C Major Scale



Music Theory: Lite Level 2 (KS1)

Course Evaluation Criteria

Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.










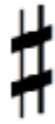
1. Pupils know the definition of "genre".
2. Pupils can clap beats made of crotchets and minims.
3. Pupils know the difference between some genres of music based on their key characteristics.
4. Pupils know the difference between an original score, and an alternative Jazz version.
5. Pupils can use semibreves 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.

Course Overview

Course overview: This is a continuation of Music Theory Lite Level 1. This course 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
	Quiet
	Loud
	Crotchet
	Quaver
	Semiquaver
	Semibreve
	Minim
	Flat
	Sharp

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

Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.












1. Pupils can play a C major scale.
2. Pupils can name the white keys on a keyboard.
3. Pupils know what a chord is
4. Pupils know what a melody is.
5. Pupils know the difference between a major and a minor chord.
6. Pupils can read the notes on a treble clef stave.
7. Pupils can create a chord sequence and write a melody over the top.
8. Pupils know how major and minor chords are constructed.
9. Pupils can notate a short piece of music.
10. Pupils can recognise and play crotchets, minims and semibreves fluently in a piece of music.

Course Overview

Course overview: This is an introduction to reading and playing music. Pupils will learn basic keyboard skills to help them understand how to play notes and chords. By working through various exercises looking at notation, timing and rhythm pupils will learn how to read music in the treble clef and perform a song to the class.

Learning Outcomes for the course: Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.

Symbols Bank

	Bass Clef	Instruction
	Treble Clef	Instruction
	Piano	Volume
	Forte	Volume
	Crotchet	Note
	Quaver	Note
	Semibreve	Note
	Minim	Note
	Flat	Note
	Sharp	Note
	4/4	Time Signature

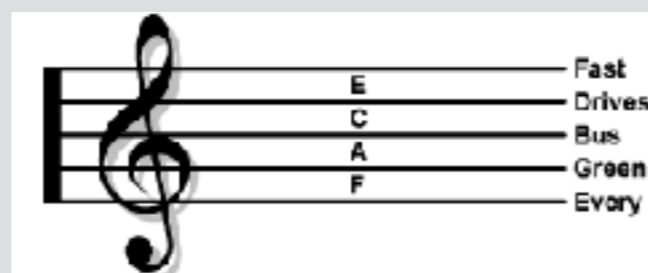
Vocabulary Bank

Stave	<i>The lines the notes are written on.</i>
Chord	<i>Playing multiple notes at once.</i>
Major	<i>Major sounds happy.</i>
Minor	<i>Minor sounds sad.</i>
Melody	<i>The main tune in 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>

Keyboards



Treble Stave



Music Theory: Level 2 (KS2)

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.













1. Pupils know the difference between different genres of music.
2. Pupils can explain how technology has changed how we listen to and make music.
3. Pupils know what "World" music is.
4. Pupils can group instruments into different families.
5. Pupils know the difference between some genres of music based on their key characteristics.
6. Pupils can play songs from different genres on a keyboard confidently.
7. Pupils can name at least one artist from different genres of music.
8. Pupils can identify musical instruments from different cultures.
9. Pupils can alter their style of playing to imitate different genres of music.
10. Pupils can improvise with confidence using the correct scales.

Course Overview

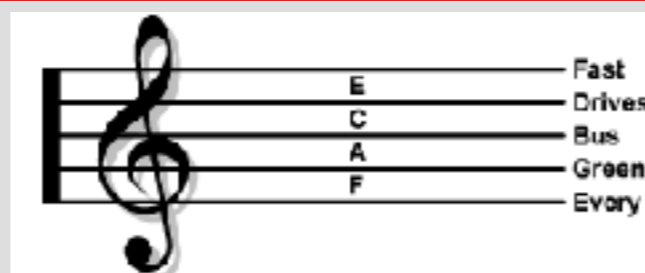
Course overview: Throughout this course the pupils will be looking at six key genres from the past 400 years: Classical; Jazz; Motown and Soul; 80's and Britpop; Present day and World Music. The pupils will get to listen to and analyse examples of music from these musical movements and compare them to the music that went before. At the end of every lesson the pupils will either compose music in the style of a chosen genre or recreate a famous piece of music from that time.

Learning Outcomes for the course: Pupils will have a more in-depth knowledge of six key genres that have spanned the past 400 years. They will build on their musical lexicon and analyse pieces of music using it.

Symbols Bank

	Bass Clef	Instruction
	Treble Clef	Instruction
	Piano	Volume
	Forte	Volume
	Crotchet	Note
	Quaver	Note
	Semibreve	Note
	Minim	Note
	Flat	Note
	Sharp	Note
	4/4	Time Signature
	Dotted Crotchet	Note

Treble Stave



Vocabulary Bank

Major	<i>Major sounds happy.</i>
Minor	<i>Minor sounds sad.</i>
Melody	<i>The main tune in the music.</i>
Scale	<i>A scale is the eight notes from one letter.</i>
Genre	<i>Genre is the style of the music.</i>
World Music	<i>Music that originates from one specific culture.</i>
Classical	<i>Music from the 18th and 19th centuries.</i>
Jazz	<i>Jazz is a style of music that originated in America around 100 years ago.</i>
Improvisation	<i>Improvisation is where we create music on the spot without rehearsal.</i>

Music Theory: Level 3 (KS2)

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.












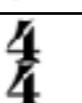


1. Pupils know that 4/4, 3/4 and 2/4 are different types of time signatures.
2. Pupils know what a tonic chord is.
3. Pupils understand that different chords and scales evoke different emotions.
4. Pupils know that the black notes on a keyboard are called sharps and flats.
5. Pupils understand that scale degrees are written in roman numerals.
6. Pupils can identify what a semiquaver looks like.
7. Pupils can explain the difference between crescendo and diminuendo.
8. Pupils know what a motif is and why they are used.
9. Pupils know how many sharps and flats the keys G Major and F Major have.
10. Pupils can explain the difference between a perfect and imperfect cadence.

Course Overview

Course overview: This is an introduction to reading and playing music. Pupils will learn basic keyboard skills to help understand how to play notes and chords. By working through various exercises looking at notation, timing and rhythm pupils will learn how to read music in the treble clef and perform a song to the class.

Learning Outcomes for the course: Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.

Symbols Bank

	Bass Clef	Instruction
	Treble Clef	Instruction
	Piano	Volume
	Forte	Volume
	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>
Chord	<i>Playing multiple notes at once.</i>
Passing Notes	<i>The notes in-between the notes of the chord.</i>
Tonic Chord	<i>The first chord in the scale.</i>
Major	<i>Major sounds happy.</i>
Minor	<i>Minor sounds sad.</i>
Motif	<i>A phrase that repeats throughout a piece of music.</i>
Crescendo	<i>Gradually getting louder.</i>
Diminuendo	<i>Gradually getting quieter.</i>
Key Signature	<i>The notes that are used to create a song.</i>
Cadence	<i>The two chords played at the end of a phrase.</i>