



Knowledge Organiser



Knowledge Organiser Key Stage 3

Subject : MUSIC

Year: 7

Topic Title: ELEMENTS OF MUSIC

Lesson 1 – Elements of Music

Key Facts from this lesson

The musical elements are a set of keywords we use to describe music.

Tempo – Tempo describes the speed of the music. Music can be fast or slow. It can also speed up and get slower.

Dynamics – Dynamics describe the volume of the music. It can be loud or quiet. It can also get louder or get quieter.

Texture – Texture describes how many **different** parts a piece of music has and how they interact with each other. Texture is thick if there are many different parts, or thin if there are not many different parts.

Timbre – Timbre describes the unique sound that an instrument is making. One instrument can have multiple timbres depending on how it is played. For example, a trombone can have a warm timbre or a harsh timbre depending on how it is played.

Key words and definitions from this lesson:

- ★ **Timbre** – the unique sound of an instrument is creating
- ★ **Texture** – how many different parts are playing and how they interact with each other
- ★ **Dynamics** – the volume of the sound
- ★ **Forte** – A loud dynamic level
- ★ **Piano** – A quiet dynamic level
- ★ **Tempo** – the speed of the music
- ★ **Composition** – creating original music

Diagrams/ Maps/ illustration to help with learning

Use this space to plan your composition

Potential misconceptions to avoid / errors students often make

Texture – Texture is how many different parts are playing, **NOT** how many instruments are playing.

Thick texture = many different parts at the same time

Thin texture = one or two different parts at the same time

Therefore

40 violins playing the **same part** = thin texture

3 violins playing **different parts** = thicker texture



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Lesson 2 – Elements of Music – Rhythm and Pulse

Key Facts from this lesson

Pulse is the steady beat underneath a song. It is important to be aware of the pulse when performing so that you stay in time with the rest of the performers.

Rhythms sit on top of a pulse.

One instrument can create different timbres. For example a guitar can be played using fingers or a plectrum. This changes the **timbre** of the instrument. Similarly the body can be used to create different timbres. For example, you can clap your hands or click. These are different **timbres**.

Key words and definitions from this lesson:

- ★ **Timbre** – the unique sound of an instrument is creating
- ★ **Rhythm** – the arrangement of sounds in relation to time
- ★ **Pulse** – the underlying steady beat in a song
- ★ **Rhythm Grid** – a form of notation used to show rhythmic information
- ★ **Body Percussion** - a form of music where the performer uses the body

Diagrams/ Maps/ illustration to help with learning

Rhythm 1



Ghanaian Circle Clapping Game



KEY	
	Left Foot
	Right Foot
	Clap

1	&	2	&	3	&	4	&

Potential misconceptions to avoid / errors students often make

Timbre – One instrument can have multiple **timbres**. For example, the human voice can sound soft, or it can sound rough and dry. Similarly, a tambourine can be shaken or hit to produce a different **timbre**.

A **rhythm** cannot be fast or slow. The speed of the music is determined by the **tempo**.



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Lesson 3 – Elements of Music – Notation

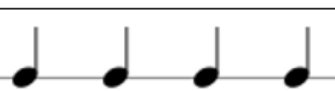
Key Facts from this lesson

Standard notation is a way of communicating musical ideas with others. It is used around the world meaning that anyone with the ability to read standard notation can play music together, regardless of the language they speak. Standard notation tells you the duration and pitch of a note. It can also tell you how to play the note as well.

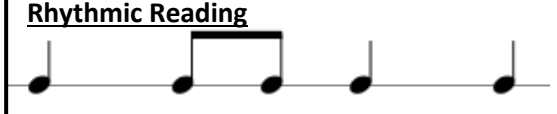
Key words and definitions from this lesson:

- ★ **Notation** – A way of communicating musical ideas
- ★ **Duration** – How long a note lasts for

Diagrams/ Maps/ illustration to help with learning

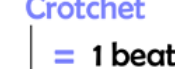
 clap 1	 left 2	 clap 3	 right 4	Rhythm Grid
				Notation

Rhythmic Reading



1 2 3 4

Semibreve (4 beats)		1	2	3	4
Minim (2 beats)		1	2	3	4
Crotchet (1 beat)		1	2	3	4
Quaver (1/2 a beat)		1 &	2 &	3 &	4 &
Semiquaver (1/4 a beat)		1 E & A	2 E & A	3 E & A	4 E & A

Semi-Quaver  ¼ beat	Quaver  ½ beat	Crotchet  = 1 beat	Minim  = 2 beats	Semibreve  = 4 beats
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Lesson 5 – Elements of Music – Pitch Notation

Key Facts from this lesson

A dot increases the value of a note by half of its original value. Therefore a dotted crotchet would last 1 & ½ beats. To work this out you take the original value (crotchet = 1 beat) and half it (1/2 beat). Then you add them together totalling 1 & ½ beats.

When playing the keyboard the aim is to move your hand position as little as possible. In 'Ode to Joy' you only use five pitches. Therefore if you place your thumb on the lowest note, you do not need to move your hand position.

Key words and definitions from this lesson:

- ★ **Pitch** – Pitch describes how high or low a note is
- ★ **Notation** – A form of writing down music
- ★ **Scale** – A set of notes used to write and perform music
- ★ **Dot (Dotted note)** – Lengthens a note by half of the note's original value
- ★ **Ledger Line** – A line above or below the staff to extend the pitch range

Diagrams/ Maps/ illustration to help with learning



This is a ledger line. They are found below or above the staff. It extends the staff so that we can write pitches lower or higher than within the staff

The pitches stay in the same order when using ledger lines 'A-G'

Symbol	Name	Duration
	Dotted Semiquaver	3/8 beat
	Dotted Quaver	3/4 beat
	Dotted Crotchet	1 & ½ beat
	Dotted Minim	3 beats

Ode to Joy



Potential misconceptions to avoid / errors students often make

When using ledger lines you follow the same format of writing in spaces and lines. See how 'B' is underneath the ledger line in the **space** and 'A' is on the next **line** below.





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Lesson 6 – Elements of Music – Performance and Expression

Key Facts from this lesson

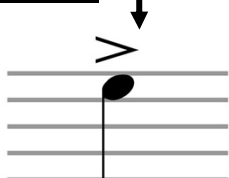
Expression is important in music as it adds interest to the performance. Expression in music is comparable to reading with emotion. Without expression music can appear dull and lifeless. An example of expression would be increasing in volume when you reach the climax of a song. When you sing a song you will naturally sing with expression. Every slight increase in volume or pause for breath is an example of expression.

Key words and definitions from this lesson:

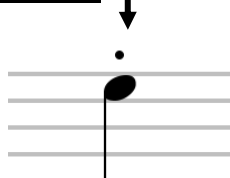
- ★ **Crescendo** - A slow increase in volume
- ★ **Diminuendo** - A slow decrease in volume
- ★ **Articulation** - How a note is played
- ★ **Accent** - Places emphasis on this note
- ★ **Staccato** - To play a note short and sharply

Diagrams/ Maps/ illustration to help with learning

Accent



Staccato



Score with expression markings



Ode to Joy



Potential misconceptions to avoid / errors students often make

When getting louder it is often tempting to get faster. Make sure that you keep a steady pulse and play at the same tempo with performing with expression.