



**ManorAcademy**  
Aspire Achieve Excel

**MUSIC  
KNOWLEDGE ORGANISER  
Y7**



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# UNIT SHEETS

This section of your Knowledge Organiser contains the unit sheets for each topic. Use them to make sure you know what is required at each stage of your learning.

## Unit 1 - Keyboard Skills Self-Assessment

<p style="text-align: center;"><b>Where am I now?</b></p> <p style="text-align: center;">Circle the faces to evaluate yourself</p>	Unit Start	Unit Middle	Unit End
I can identify the notes on the treble clef stave.			
I can name the different note lengths.			
I can identify the notes on a standard keyboard.			
I have an understanding of hand and finger positioning.			
I know the names of the elements of music.			
I can read the full range of standard keyboard music notations.			
I can perform a basic melody on a keyboard using stave notation with my right hand.			
I can perform a simple or short melody showing a basic understanding of note length and timing.			
I can perform a piece that starts to explore a wider range of notes.			
I can play a basic melody in my right hand while adding some notes in with my left hand.			
I can play a more advanced piece using both hands equally with fluency and few errors.			
I am able to suggest and make improvements to my own work and the work of others in this unit.			

## Unit 1 - Keyboard Skills Upgrade Targets

Upgrading my work	
Target	Tick when complete
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	

## Assessment Feedback

**Stick your final assessment feedback here**

## Unit 2 - Samba Self-Assessment

Where am I now? Circle the faces to evaluate yourself	Unit Start	Unit Middle	Unit End
I can identify where Samba comes from and what it is used for in Brazilian culture.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can name at least some of the instruments used in Samba	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can keep a pulse and perform a basic rhythm as part of a group performance.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can perform a more complex rhythm as part of a Samba group.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can improvise my own simple rhythms in a 4-beat pattern whilst keeping time with a group.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can perform more complex rhythms independently.	😊 😐 😞	😊 😐 😞	😊 😐 😞
Individually or as a group I can add dynamics into a Samba performance.	😊 😐 😞	😊 😐 😞	😊 😐 😞
Individually or as a group I can perform an extended Structure Samba with a sense of style.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I am able to lead the group and/or improvise a more complex 4-bar solo.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can describe the roles of instruments in the Batacuda	😊 😐 😞	😊 😐 😞	😊 😐 😞
I understand the terms: polyrhythm, call and response, main groove, introduction and ending.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I am able to suggest and make improvements to my own work and the work of others in this unit.	😊 😐 😞	😊 😐 😞	😊 😐 😞

## Unit 2 - Samba Upgrade Targets

Upgrading my work	
Target	Tick when complete
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	

## Assessment Feedback

**Stick your final assessment feedback here**

### Unit 3 - Instruments of the Orchestra Self-Assessment

<p style="text-align: center;"><b>Where am I now?</b></p> <p style="text-align: center;">Circle the faces to evaluate yourself</p>	Unit Start	Unit Middle	Unit End
I can name the four families of the orchestra and identify where they sit.			
I know some famous composers of orchestral music.			
I can identify some basic techniques used for different instruments of the orchestra.			
I can describe how the orchestra has developed over different musical eras.			
I can identify different instruments in a piece of orchestral music.			
I can read the full range of standard keyboard music notations.			
I am able to choose appropriate voices on the keyboards to represent instruments.			
I can practice and perform a piece of orchestral music on the keyboards.			
I can develop ensemble skills by playing a piece of music in parts.			
I am able to add a second part to my performance.			
I can use the elements of music in my work.			
I am able to suggest and make improvements to my own work and the work of others in this unit.			

### Unit 3 - Instruments of the Orchestra Upgrade Targets

Upgrading my work	
Target	Tick when complete
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	

### Assessment Feedback

Stick your final assessment feedback here

## Unit 4 - Rap Self-Assessment

Where am I now? Circle the faces to evaluate yourself	Unit Start	Unit Middle	Unit End
I can name some famous Rap artists.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I know where Rap originated from and what genres influenced it.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can listen to and analyse Rap music using musical vocabulary.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can play a basic part on the keyboard to create a backing track.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can play in time with a drum beat.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can explore the keyboard 'voice' and 'style' functions to create backing track.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can rhyme words together as part of a rap.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can describe the different sections of a song.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can write lyrics and put them into a verse and chorus structure.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can add improvisation to an original piece of music.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I can describe what 'sample' means and how it can be used in music.	😊 😐 😞	😊 😐 😞	😊 😐 😞
I am able to suggest and make improvements to my own work and the work of others in this unit.	😊 😐 😞	😊 😐 😞	😊 😐 😞

## Unit 4 - Rap Upgrade Targets

Upgrading my work	
Target	Tick when complete
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	

## Assessment Feedback

**Stick your final assessment feedback here**

## Unit 5 - Covers Self-Assessment

<p style="text-align: center;"><b>Where am I now?</b></p> <p style="text-align: center;">Circle the faces to evaluate yourself</p>	Unit Start	Unit Middle	Unit End
I can identify the notes on the treble clef staff.			
I can name the different note lengths.			
I can identify the notes on a standard keyboard.			
I can perform a basic melody to a pop song.			
I can play in time to a drum beat or backing track.			
I can add a bassline to my performance.			
I know what a chord is and can describe it.			
I can name different genres of music.			
I can listen to and analyse music using the elements of music.			
I can describe what 'fusion' means.			
I can explain what a 'cover' is and give an example.			
I am able to suggest and make improvements to my own work and the work of others in this unit.			

## Unit 5 - Covers Upgrade Targets

Upgrading my work	
Target	Tick when complete
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	
To improve my work I need to	

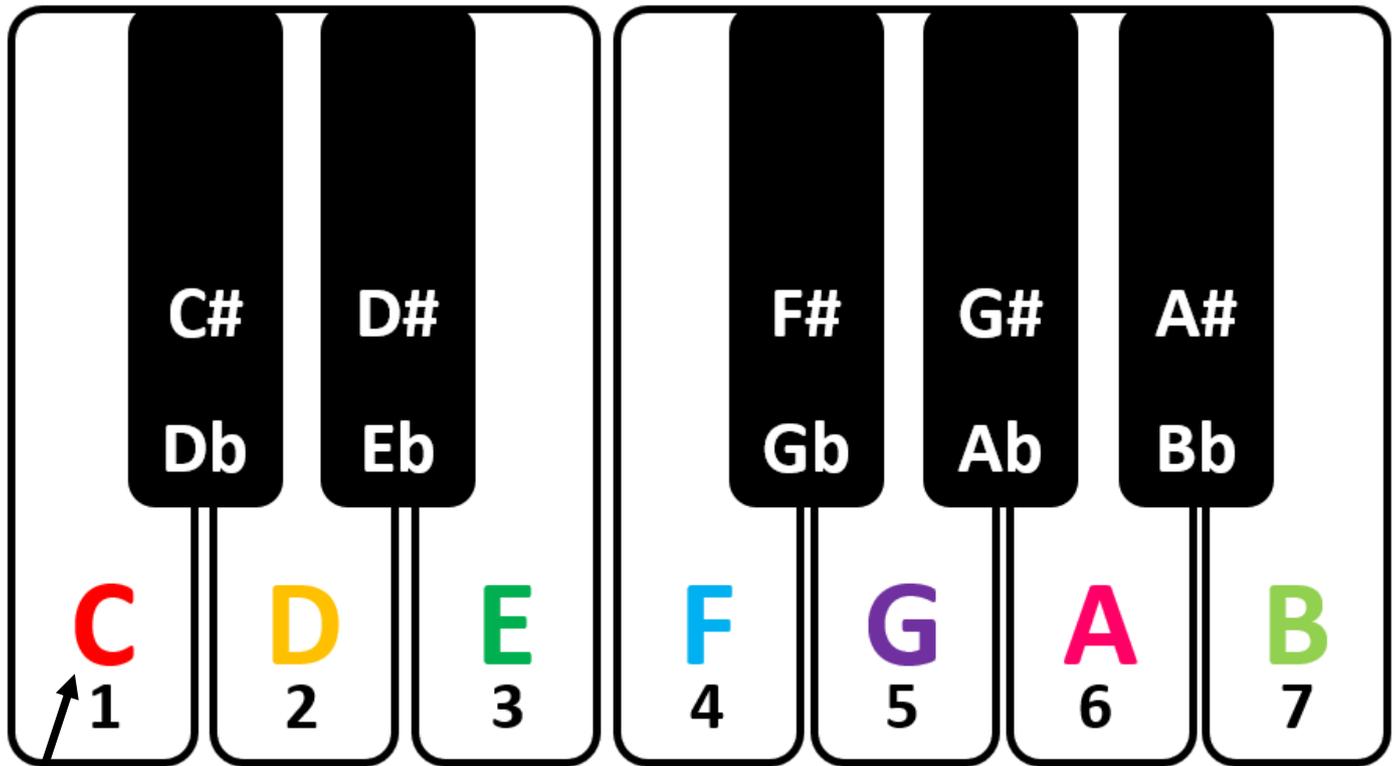
## Assessment Feedback

**Stick your final assessment feedback here**

# POWERFUL KNOWLEDGE

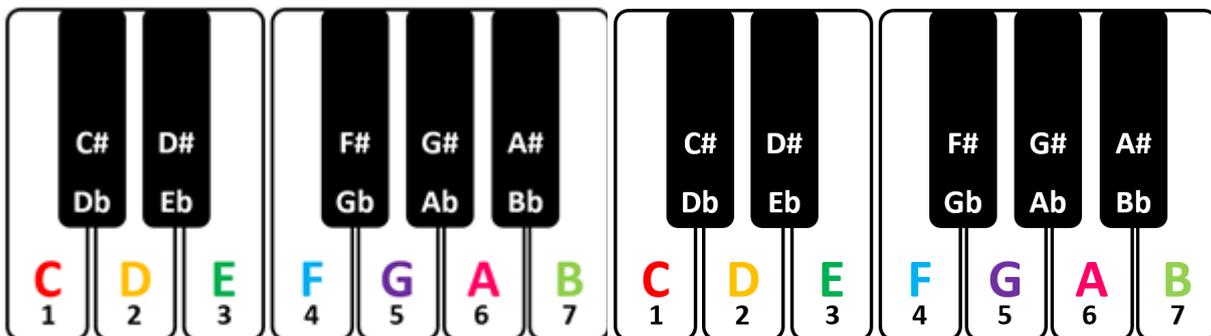
In this section you can find the key information your teachers want you to know, understand and be able to recall.

## The Keyboard

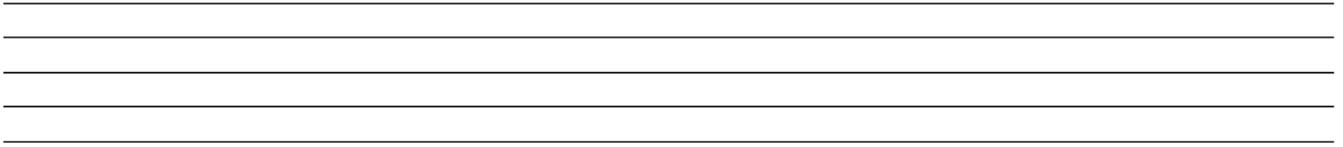


C is always to the left of the 2 black keys.

This pattern is repeated all the way up the keyboard like this:



## The Staff



The staff is what is used in most sheet music and is what the notes are written on.

It is also known as a stave.

There are 5 lines and 4 spaces.

Every line or space on the staff represents a white key.

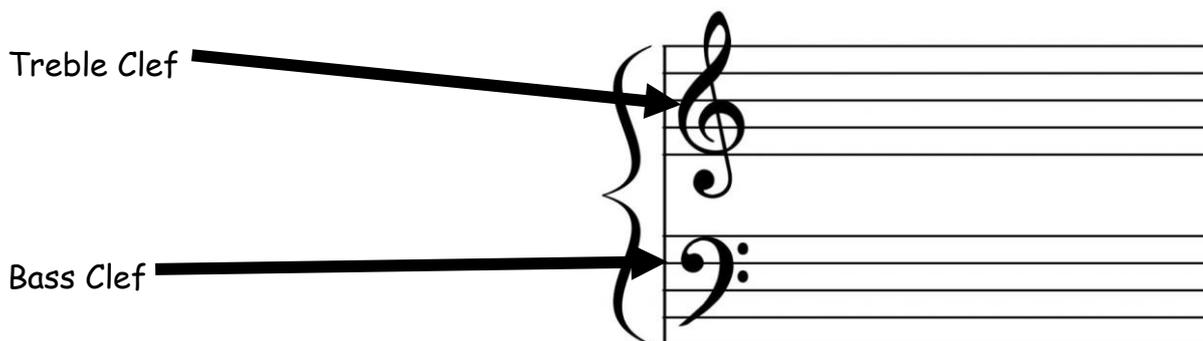
There is usually a clef and time signature at the start of staff.

## Clefs

Clefs always go at the start of the stave and the music.

The treble clef shows you play with your right hand.

The bass clef shows you play with your left hand.



# Notes on the staff

Treble clef

middle

A B 'C' D E

G A B C D E F G

Bass clef

E C A F

Spaces spell FACE

F D B G E

Every Good Boy Deserves Football

G E C A

All Cows Eat Grass

A F D B G

Grizzly Bears Don't Fear Anything

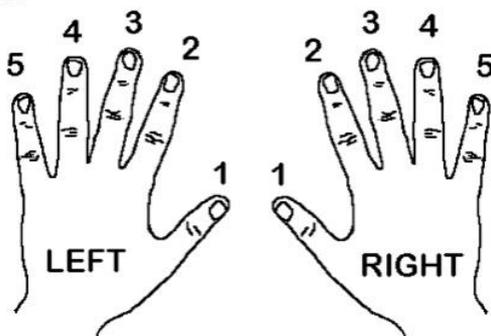
British note names	Note symbols	Note value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Semiquaver		1/4 of a beat

## The Elements of Music

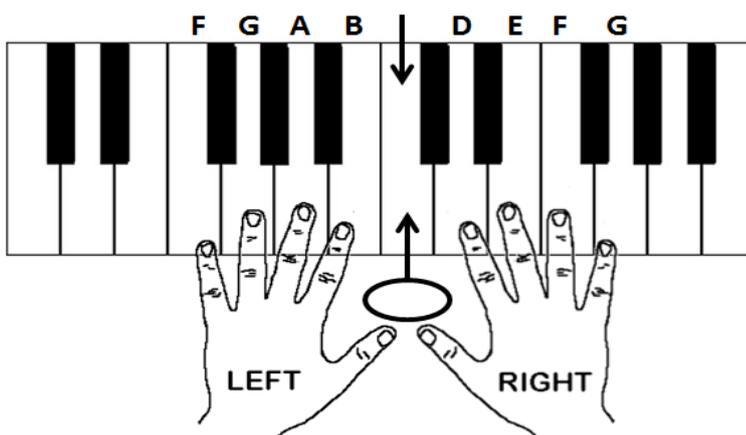
Dynamics	The volume of the music. Loud/quiet.
Tempo	The speed of the music. Fast/slow.
Structure	The different sections of the music. How the music is built.
Melody	The tune of the music.
Timbre	The quality of the sound.
Texture	How many layers there are in the music. Thick/Thin
Instrumentation	What instruments are part of the music.
Rhythm	The pattern of different notes and rests.
Harmony	The instruments and music that support the melody with chords.

## Playing the Keyboard

Your hands...



## Middle C



## Samba Instruments



**Syncopation** - syncopation means that the rhythm is off beat

**Word Rhythms** - word rhythms are used to help create interesting rhythms without using notation.

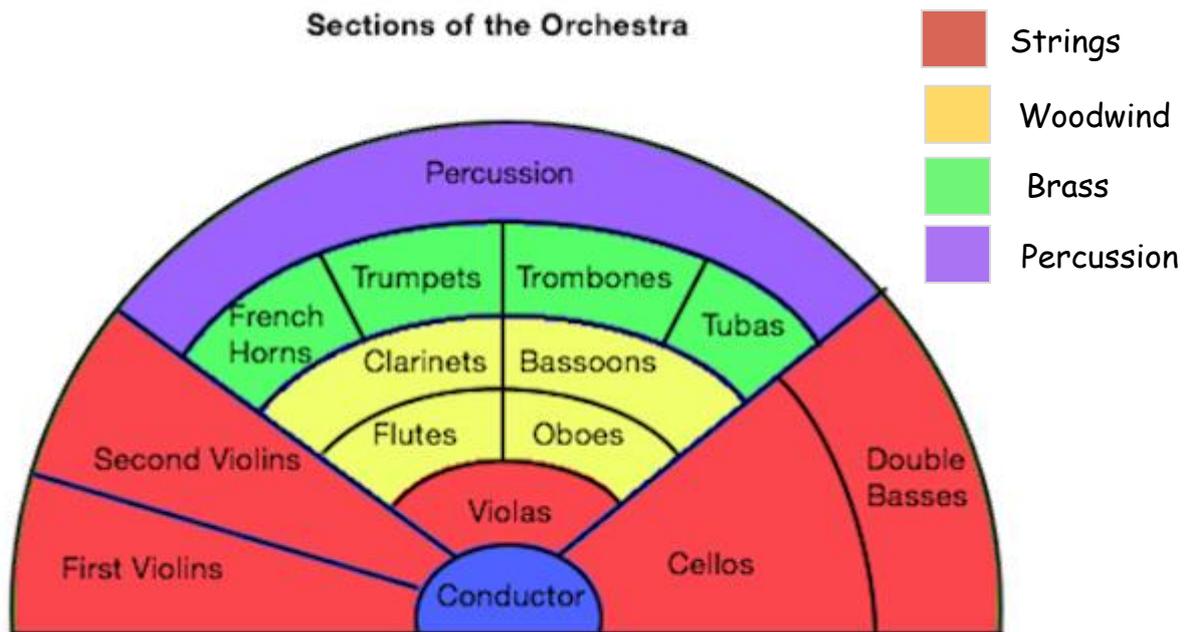
**Word rhythms used in class:**

I would like a cup of tea

1, 2, 3, you got it

We are the champions, OK

# The Orchestra



## Famous Composers and Musical Eras

<b>Baroque</b> <b>1600-1750</b>	<b>Classical</b> <b>1750-1825</b>	<b>Romantic</b> <b>1825-1900</b>	<b>Modern</b> <b>1900-present</b>
Johann Sebastian Bach	Ludwig Van Beethoven	Franz Liszt	Arnold Schoenberg
Claudio Monteverdi	Wolfgang Amadeus Mozart	Richard Wagner	Igor Stravinsky
Antonio Vivaldi	Joseph Haydn	Johannes Brahms	Benjamin Britten
George Frideric Handel	Franz Schubert	Peter Ilyich Tchaikovsky	Steve Reich

## Famous Rap Artists

Eminem	Tupac	Snoop Dogg
Drake	Kanye West	The Notorious B.I.G.
Dr Dre	Sugar Hill Gang	Beastie Boys

A lot of rap songs have lyrics which rhyme. This helps create rhythm in the piece.

**Rhyming couplets** - two sentences that end with rhyming words.

Most rap songs follow a verse and chorus structure.

Each verse has different lyrics.

A chorus has the same lyrics and is repeated at multiple points throughout the song.

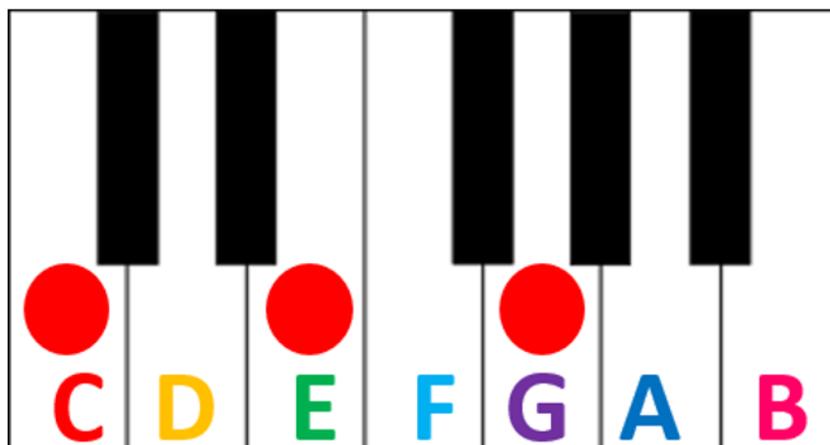
**Improvisation** - this is when the music is made up on the spot by the musician and isn't written down on sheet music.

## Unit 5 - Covers

Cover	A new performance or recording of a song done by someone other than the original performer.
Chord	A group of 2 or more notes played at the same time.
Genre	A style of music.
Fusion	When musical genres are combined together. For example, pop punk.

### What is a chord?

A chord is made up of 2 or more notes. A chord made up of 3 notes is called a triad. To play a triad you have to **play a note**, miss a note, **play a note**, miss a note and **play a note**.



# PRACTICE PAGES

In this section of your Knowledge Organiser you will be able to work on practice examples – in class and at home as independent tasks.

Label the notes below

The first staff shows a treble clef with notes C, D, E, F, G, A, B, C labeled below the staff. The following four staves each contain a sequence of notes in a four-measure pattern, with blank lines below each staff for labeling.

Use the staves below to practice drawing a treble clef

The diagram illustrates the seven steps for drawing a treble clef on a five-line staff. Step 1 shows the top line. Step 2 shows the curve starting from the top line. Step 3 shows the curve reaching the middle line. Step 4 shows the curve reaching the bottom line. Step 5 shows the curve reaching the top line again. Step 6 shows the curve reaching the middle line. Step 7 shows the final treble clef shape.

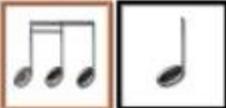
Two sets of blank five-line musical staves provided for practicing drawing a treble clef.

Use the staves to practise drawing a bass clef

The diagram illustrates the six steps for drawing a bass clef on a five-line staff. Step 1 shows the top line. Step 2 shows the curve starting from the top line. Step 3 shows the curve reaching the middle line. Step 4 shows the curve reaching the bottom line. Step 5 shows the curve reaching the middle line. Step 6 shows the final bass clef shape.

Two sets of blank five-line musical staves provided for practicing drawing a bass clef.

Create some of your own 2 bar rhythms using the word rhythms below:

 <p>Pop Tarts</p> 	 <p>Hot Cocoa</p> 	 <p>Scrambled Eggs</p> 	 <p>Chicken Nuggets</p> 	 <p>Pork Tenderloin</p> 
2a.jpg	3a.jpg	3b.jpg	4a.jpg	4b.jpg
 <p>Cinnamon Bun</p> 	 <p>Strawberry Jam</p> 	 <p>Apple Turnover</p> 	 <p>Barbeque Chicken</p> 	 <p>Pizza Casserole</p> 

For example:

Pop Tarts, Cinnamon Bun

Strawberry Jam, Chicken Nuggets

Your turn:


Now, try clapping out your own rhythms.

Sort the instruments below into the correct families.

Violin	Cello	Timpani	Harp
Piano	Clarinet	Flute	Trumpet
Trombone	Triangle	Tuba	Xylophone
Saxophone	Snare Drum	Viola	Piccolo
Double Bass	French Horn	Oboe	Cornet

String	Woodwind	Brass	Percussion

Describe how a violin would be played.

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Describe how to create sound on a woodwind instrument.

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Describe what a trombone looks like.

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---

Describe how sound can be made on percussion instruments.

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---

Think of as many words as you can to rhyme with the ones below:

Cat	
Long	
Dark	
Love	
Smile	

Write your own rap lyrics

Verse

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---

---

---

---

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---

Chorus

---

---

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Listen to the following 2 songs. As you listen, describe what you can hear using the elements of music.

Song: Feeling Good Artist: Nina Simone

<https://www.youtube.com/watch?v=LR1bWhdoIXM>

Dynamics (volume)	
Tempo (speed)	
Instrumentation	
Melody (tune)	
Texture (layers)	

Song: Feeling Good Artist: Muse

<https://www.youtube.com/watch?v=wqqnxEmSOB4>

Dynamics (volume)	
Tempo (speed)	
Instrumentation	
Melody (tune)	
Texture (layers)	

Song: Feeling Good Artist: Michael Buble

<https://www.youtube.com/watch?v=Ehm4HLnr-FQ>

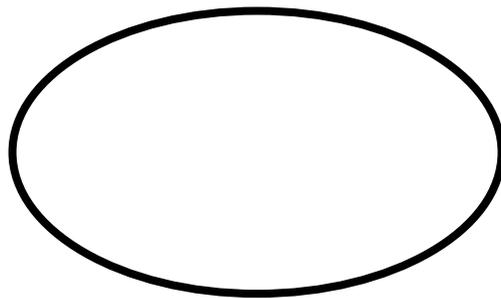
Dynamics (volume)	
Tempo (speed)	
Instrumentation	
Melody (tune)	
Texture (layers)	

# REVISION TOOLS

Use this section of your Knowledge Organiser to support you with revision.

Test yourself and then use the revision resources to help you fill the gaps in your knowledge.

**Create a spider diagram on the elements of music**



**Create some mnemonics to help you remember the following key words**

C  
O  
V  
E  
R

T  
E  
M  
P  
O

K  
E  
Y  
B  
O  
A  
R  
D

S  
Y  
N  
C  
O  
P  
A  
T  
E

S  
A  
M  
B  
A

C  
H  
O  
R  
D

## Quiz Time

1. Which finger on the right hand plays E?
2. What does dynamics mean?
3. Violin, viola, cello and double bass are part of which instrument family?
4. What is the role of the conductor?
5. Where does Samba come from?
6. What is a rhyming couplet? Give an example.
7. Name a famous composer from the Baroque Era.
8. What years did the Romantic era begin and end?
9. Which instruments use a reed to create sound?
10. What are the 5 lines called that the notes are written on?
11. How can a percussion instrument be played?
12. What is a chord with 3 notes called?
13. What does melody mean?
14. If notes are written on the treble clef stave, which hand should you use to play them?
15. Name some instruments used in a samba band.

Name as many instruments in the orchestra as you can

Describe what means Dynamics

What does syncopation mean?

Name some instruments used in Rock music

Name as many

different genres of music you can

clock

Where does Rap originate from

Name the notes and their values

Create your own word rhythm

Fill in each section of the

What are the 4 families of the orchestra

Name some famous composers

Write all the words that mean fast you can think of

Name some percussion instruments

