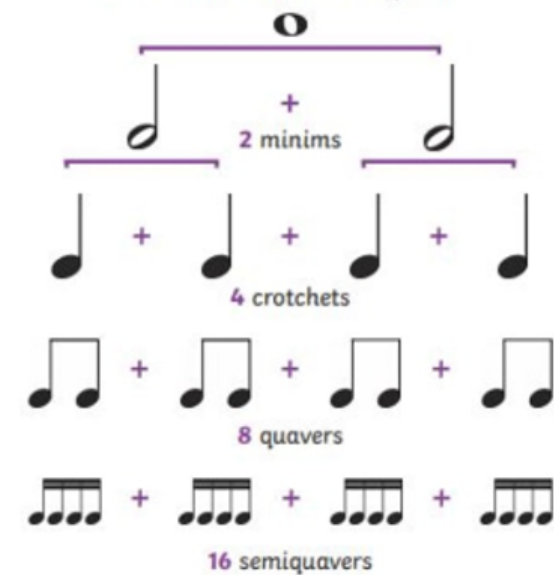


## Music Knowledge Organiser - Year 6

By the end of year 6, you should

- Name a range of instruments that are played in school, bands and in orchestras.
- Describe style indicators (musical characteristics that give the songs their style) of a range of songs.
- Know how **pulse**, **rhythm**, **pitch**, **tempo**, **dynamics**, **texture** and **structure** work together to create a song or music.
- Identify different **time signatures** in pieces of music (2/4, 3/4 and 4/4).
- Know that a **composition** has **pulse**, **rhythm** and **pitch** that work together and are shaped by **tempo**, **dynamics**, **texture** and **structure**.
- Further understand the differences between **semibreves**, **minims**, **crotchets**, **quavers** and **semi quavers** and their equivalent rests.
- Be able to read and perform (with more confidence) pitch notation within an octave (e.g. C - C / do - do).
- Recognise that music comes from different periods in history, name and sequence these periods (Early music, Baroque, Classical, Romantic, 20th Century, Contemporary).

1 semibreve is equal in length to...



### Musical rest symbols

