





Year 5: Knowledge Mat

Cornet lessons Term 1

Key Vocabulary		Instruments	Core Knowledge
tempo	The speed of a piece of music		<ul style="list-style-type: none"> ➤ I know how to listen to a rhythm and copy it including dynamics ➤ I know that dynamics are instructions of when to play loud or quiet within a piece of music ➤ I know and understand the differences between semibreves, minims, crotchets and crotchet rests ➤ I know how to read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. ➤ I know how to create a note on a cornet ➤ I know how to pitch higher notes using a different mouth shape ➤ Know the correct valves to press to create the correct notes
crotchet	A musical note with a value of one beat		
minim	A musical note with the value of 2 beats or two crotchets		
semibreve	A musical note with the value of 4 beats		
dynamics	loud and quiet parts in music		
phrase	A group of musical notes making sense on its own- a musical sentence!	Artist/ Composer	
stave	The lines that musical notation is written on		
notation	Marks of notes and rests on a stave which tells the musician what notes to play and for how long		
valves	The keys that are pressed to create different notes on a brass instrument		


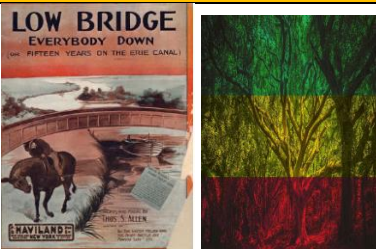
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Cornet lessons Term 2

Key Vocabulary		Instruments	Core Knowledge
tempo	The speed of a piece of music		<ul style="list-style-type: none"> ➤ I know and understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. ➤ I know and understand the differences between 2/4, 3/4 and 4/4 time signatures. ➤ I know how to read and perform pitch notation within an octave. ➤ I know how to read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. ➤ I know how to play melodies on melodic instruments following staff notation written on one ➤ I know I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies ➤ I can perform to an audience
crotchet	A musical note with a value of one beat		
minim	A musical note with the value of 2 beats or two crotchets		
semibreve	A musical note with the value of 4 beats		
quaver	A musical note with the value of half a beat (two quavers=one crotchet)		
phrase	A group of musical notes making sense on its own- a musical sentence!	Artist/ Composer	
stave	The lines that musical notation is written on		
notation	Marks of notes and rests on a stave which tells the musician what notes to play and for how long		
Quaver	A note worth half a crotchet		

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Term 3

Key Vocabulary		Instruments	Core Knowledge
dynamics,	The instructions to tell a player how loud or quietly a piece is played		<ul style="list-style-type: none"> ➤ I know how to sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. I know how to sing three-part rounds, partner songs, and songs with a verse and a chorus. ➤ I know how to perform a range of songs in school assemblies and in school performance opportunities. ➤ I know that each piece of music can link to a story, an origin, tradition, history, and social context. ➤ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. ➤ I know how to experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). ➤ I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one ➤ I know how to perform simple, chordal accompaniments to familiar songs. ➤ I know I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. ➤ I know and understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. ➤ I know and understand the differences between 2/4, 3/4 and 4/4 time signatures. ➤ I know how to read and perform pitch notation within an octave.
time signature	The guide which tells the player how many beats there are in a bar and of what length		
semiquavers	Notes worth a half a beat		
crescendo,	Getting louder		
decrescendo,	Getting quieter		
tempo	The speed at which a piece of music is to be played	Artist/ Composer	
Improvise	Make up and play a tune to fit in with the style and beat and key of the music		
rest	Where the music is not played		
crotchet	A note worth one beat		
minim	A note worth two beats		

