

## Elements of Music

<b>Articulation</b>	The techniques used on the instrument
<b>Melody</b>	The main tune of the music
<b>Dynamics</b>	How loud or soft an instrument is played
<b>Tonality</b>	The mood of the music
<b>Metre</b>	The number of beats in a bar
<b>Structure</b>	The sections within a piece of music
<b>Tempo</b>	The speed of the pulse
<b>Harmony</b>	The chords in a piece of music
<b>Sonority</b>	The sound an instrument makes
<b>Rhythm</b>	A pattern of long and short notes
<b>Texture</b>	The layers of instruments in a piece of music

## Other Key Vocabulary

<b>Pulse</b>	The beat, or "heartbeat" of the music
<b>Pitch</b>	How high or low a note is
<b>Solo</b>	A musician playing on their own

## Year 7 – Term 2 Knowledge Organiser

### Topic - Keyboard Skills

#### Key Skills



**Playing In Time -**  
When the **rhythm** of the music is in sync with the **pulse**

**Listening and Appraising -**  
Identifying key features and musical elements through listening



**Five Finger Technique -**  
Individual fingers play different notes, allowing us to play smoother melodies.

**Expression -**  
Changing your performance to make it unique and personal. Using dynamics and changing speed to make the piece sound more emotional










## Why?

This topic extends previous learning by applying musical skills to the keyboard. Students will learn how to develop their fluency on an instrument; what it means to practise in a focused way; and how to improve upon a skill.

Many topics will use keyboard to explore concepts so technical fluency will help students access more challenging content.

## Reading Notation

<b>Semibreve</b>		4 beats
<b>Minim (Squash)</b>		2 beats
<b>Crotchet (Tea)</b>		1 beat
<b>Quaver</b>		$\frac{1}{2}$ beat
<b>Joined Quavers (Coffee)</b>		$\frac{1}{2} + \frac{1}{2} = 1$ beat
<b>Semiquaver</b>		$\frac{1}{4}$ beat
<b>Joined Semiquavers (Coca-Cola)</b>		$4 \times \frac{1}{4} = 1$ beat