



Beech Hill Primary School Knowledge Organiser

Topic	Year Group	Term
Music Technology: Introduction to Grime	Year 6	Autumn 6 Sessions

Background Knowledge

Children explore Grime music, its origins and key features. Pupils use music technology to create beats, add synths, vocals and effects, and mix a complete track.

What should I already know?

Pulse, rhythm, beat, basic performance skills and simple use of music technology.

Outcomes

Working Towards: Create a simple beat.

Expected: Create a complete Grime track.

Exceeding: Independently compose, mix and evaluate an original Grime composition.

Key People / Places

East London: birthplace of Grime music in the early 2000s. Max Wheeler: educator and musician supporting music technology learning.

Key Vocabulary

Grime, Beat, Rhythm, Tempo, BPM, Bar, Loop, Kick, Snare, Hi-Hat, Synthesiser, Vocal, FX, Mix, Composition

The Journey

1. Explore Grime - learn the history and key features. Understand the terms tempo, bar and loop.

	2. Create Grime-style beats using music technology. Layer kick, snare and hi-hat sounds. Understand how drum patterns create the foundation of a track. Begin making creative choices when composing. 3. Compose Grime patterns. Develop original rhythmic and melodic ideas. Explore how repetition and variation are used in Grime. Build confidence in composing independently. Experiment with different musical patterns and structures. 4. Combine musical elements. Explore the role of synthesisers in music production. Add synth sounds and textures to compositions. Layer musical elements to create a fuller sound. Refine compositions through editing and experimentation. 5. Develop lyrics, sound effects and mixing skills. Add rap vocals and spoken word elements. Create engaging introductions and endings. Incorporate sound effects to enhance the track. Develop mixing skills by adjusting volume and balance. 6. Present final composition. Perform completed Grime compositions. Showcase music to the class or a
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	wider audience. Evaluate musical choices and creative decisions. Reflect on progress and provide constructive feedback to others. 1.
Questions of the Week / Outcomes	
• I can identify key features of <i>Grime</i> music. • I can explain tempo, bars and loops. • I can create beats using kick, snare and hi-hat. • I can use synths, vocals and FX. • I can mix and present a final track.	