## Year 3 Knowledge Organiser for Music

Key Enquiry Questions:					
How can we describe a piece of music? What can we recall from Year 2?	<ul> <li>Can we recall identifying pitch changes?</li> <li>Can we identify if there is a steady beat?</li> <li>Are there any rhythm patterns within the music?</li> <li>What is the structure of the dynamics of the music? Can we understand the layers of sounds and discuss their effect?</li> <li>What can we notice about the timbre and the texture of the music?</li> <li>Is there a contrast in tempo?</li> </ul>				
What steps can we take to create our own compositions?	<ul> <li>Are there any famous pieces of music that can help to stimulate our own compositions?</li> <li>Can we record our sounds using a storyboard and symbols?</li> <li>Shall we use our own voices and percussion to create a mixture of different sounds?</li> <li>What rhythms can we create and how shall we structure our composition?</li> <li>Shall we use tuned percussion? If so, what notes shall we use?</li> </ul>				

Key Vocabulary					
timbre	All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky.				
tempo	The speed at which music is performed, usually described in terms of fast/slow.				
texture	Layers of sound, such as those created by a melody accompanied by a drumbeat.				
dynamics	The loudness of the music, usually described in terms of loud/quiet.				
pitch	Refers to the complete range of sounds in a piece of music from the lowest to the highest.				
beat/pulse	Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'				
rhythm	Patterns of long and short sounds played within a steady beat.				
crescendo	Getting louder.				
melody	A tune.				
diminuendo	Getting quieter.				
score	A written representation of music designed to record a composer's intention.				
notations	Ways of writing music down – examples include graphic notation and staff notation.				
ostinato	A short rhythmic or melodic pattern which is repeated over and over.				
symbol	Any written representation of a sound.				
drone	A sound or sounds played constantly throughout all or part of a piece of music as an accompaniment.				
ocarina	The ocarina is an ancient wind musical instrument—a type of vessel flute. Variations exist, but a typical ocarina is an enclosed space with four to twelve finger holes and a mouthpiece that projects from the body.				

Key Concepts/Skills:					
voices	Children will use their voices to sing with accurate pitch				
	Children will sing with control and awareness of others				
	Children will maintain a simple part within a group				
	Pronounce words within a song clearly				
play	Children will play to a steady beat.				
	Children will play a tuned instrument with care				
	Children will interpret and create pitch line notation on tuned percussion				
	Children will begin to understand melody and use note names:				
	Hi D, B, G; Lo D, E, A, C; F#, C#, G#				
composition	Children will compose and perform melodic songs				
	Children will create accompaniments for tunes				
	Children will use drones as accompaniments				
	Children will choose, order, combine and control sounds to create an effect				
	Children will create repeated patterns with instruments				
performance	Children will perform their own compositions in front of an audience and use their symbols to				
	help them recall the structure of their musical pieces.				
	Children will create whole class and group musical arrangements.				
symbols	Children will transcribe the notes EGBDF and FACE on the musical stave				
	Children will recognise the symbols for a minim, crochet and semi-breve				
listen	Children will listen to historical music and composers to identify timbre, tempo, texture,				
	dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato				

Music through the ages and composers for listening								
Theme/topic	Musical piece	Composer						
Mayans	Ocarina Mayan Ancestral Music https://www.youtube.com/watch?v=vH8 3F6rl8eo	Composers: songs passed on for generations The Maya played instruments such as trumpets, flutes, whistles, and drums, and used music to accompany funerals, celebrations, and other rituals. Although no written music has survived, archaeologists have excavated musical instruments and painted and carved depictions of the ancient Maya that show how music was a complex element of societal and religious structure.						
Christmas Performance	Silent Night White Christmas Hark! The Herald Angels Sing (1739 or earlier)	Composers: Multiple Christmas Songs classical compared to modern day 1818 – Silent Night A Christmas carol is a carol (a song or hymn) on the theme of Christmas, traditionally sung at Christmas itself or during the surrounding Christmas holiday season. The term noel has sometimes been used, especially for carols of French origin. Christmas carols may be regarded as a subset of the broader category of Christmas music. The Great Depression era of the 1930s brought a stream of songs of American origin, most of which did not explicitly reference the Christian nature of the holiday, but rather the more secular traditional Western themes and customs associated with Christmas. These included songs aimed at children such as "Santa Claus Is Comin' to Town" and "Rudolph the Red-Nosed Reindeer", as well as sentimental ballad-type songs performed by famous crooners of the era, such as "Have Yourself a Merry Little Christmas" and "White Christmas", the latter of which remains the best-selling single of all time as of						
Angry Earth	Eruption – guitar solo  1977	Composer: Eddie Van Halen "Eruption" is an instrumental rock guitar solo performed by Eddie Van Halen. It is widely considered one of the greatest guitar solos of all time, having popularised tapping.						
Angry Earth	Inside the Twister  https://www.bing.com/videos/search?q= who+composed+the+twister%2c+wizard+ of+oz+music&view=detail∣=F4A73C9F 6B7FE59CFD16F4A73C9F6B7FE59CFD16& FORM=VIRE  1939	Composer: Paul Tietjens Wizard of Oz (1939) Inside the Twister (Music Only)						
Inventors	The Robertsbridge Codex is a manuscript from around 1360 and it contains the earliest surviving music written specifically for keyboard  https://www.classicfm.com/discover-music/instruments/piano/robertsbridge-codex/ 1360	Composer: Unknown The inventor of the piano, Bartolomeo Cristofori (1655-1731) hailed from Padua, Italy. He was employed by Ferdinando de' Medici, Grand Prince of Tuscany, as the Keeper of the Instruments						
Inventors	The sewing machine  1947	Composer: Frank Loesser Written by Frank Loesser, this is the first song in the 1947 comedy <i>The Perils Of Pauline</i> which is based on the life of actress Pearl White. It is performed by Betty Hutton as the starstruck Pearl in a sweatshop. The theme of the song is that unless she gets out of there, the sewing machine will drive her nuts.						

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	Autumn 1 Ocarina playing	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	The Ocarina:	Environment:	China:	Building:	The Human Body:	Communication:
Year 3	To perform: Play	To perform: Maintain	To perform: Play	To perform: Sing in	To perform: Sing in	To perform:
(Ocarina)	notes on an	a simple part within a	notes on an	tune. Maintain a	tune. Maintain a	Sing in tune.
	instrument with care	group. Play notes on	instrument with care	simple part within a	simple part within a	Pronounce words
	so that they are clear.	an instrument with	so that they are clear.	group. Show control of	group. Perform with	within a song clearly.
	To compose:	care so that they are	Perform with control	voice.	control and awareness	Show control of voice.
	Compose and perform	clear. Perform with	and awareness of	To compose:	of others.	To compose: Create
	melodic tunes.	control and awareness	others.	Compose and perform	To compose:	and perform melodic
	To transcribe:	of others.	To compose: Create	melodic songs. Use	Compose and perform	songs.
	Recognise the notes	To compose:	repeated patterns	sound to create	melodic songs.	To transcribe:
	EGBDF and FACE on	Compose and perform	with a range of	abstract effects.	Choose, order,	Recognise the symbols
	the musical stave.	melodic songs. Create	instruments.	Create repeated	combine and control	for minim, crochet and
	To describe music:	accompaniments for	To transcribe:	patterns with a range	sounds to create an	semi-breve and say
	Use the terms:	tunes.	Recognise the notes	of instruments. Create	effect.	how many beats they
	duration, timbre,	Use drones as	EGBDF and FACE on the musical stave.	accompaniments for	To describe music: Use the terms:	represent.  To describe music:
	pitch, beat, tempo, texture and use of	accompaniments.  To describe music:	Recognise the symbols	tunes. Choose, order, combine and control	durations, timbre,	Use the terms:
	silence to describe	Use the terms:	for a minim, crochet	sounds to create an	pitch, beat, tempo,	durations, timbre,
	music.	duration, timbre,	and semi-breve and	effect.	texture and use of	pitch, beat, tempo,
	Play:	pitch, beat, tempo,	say how many beats	To describe music:	silence to describe	texture and use of
	Children will play to a	texture and use of	they represent.	Understand layers of	music.	silence to describe
	steady beat.	silence to describe	To describe music:	sounds and discuss		music.
	Children will play a	music.	Use the terms:	their effect on mood	Food and Drink:	
	tuned instrument with		durations, timbre,	and feelings.	To perform: Sing in	Sounds:
	care.	Poetry:	pitch, beat, tempo,		tune.	To perform: Play
	Children will interpret	To perform: Sing from	texture and use of	Time:	Pronounce words	notes on an
	and create pitch line	memory with accurate	silence to describe	To perform: Play	within a song clearly.	instrument with care
	notation on tuned	pitch. Show control of	music.	notes on an	Show control of voice.	so that they are clear.
	percussion.	voice. Perform with		instrument with care	Maintain a simple part	To compose: Use
	Children will begin to	control and awareness	Singing:	so that they are clear.	within a group.	sound to create
	understand melody	of others.	To perform: Sing from	Perform with control	To compose: Create	abstract effects.
	and use note names	To compose: Choose,	memory with accurate	and awareness of	and perform melodic	Choose, order,
	CDEAG.	order, combine and	pitch. Sing in tune.	others.	songs. Created	combine and control
	To describe music:	control sounds to	Maintain a simple part	To compose: Choose,	repeated patterns	sounds to create an
	Use the terms:	create an effect.	within a group. Play	order, combine and	with a range of	effect.
	duration, timbre,	To describe music:	notes on an	control sounds to	instruments.	To describe music:
	pitch, beat, tempo, texture and use of	Use the terms:	instrument with care	create an effect.  To transcribe:	To describe music: Use the terms:	Use the terms:
	silence to describe	durations, timbre, pitch, beat, tempo,	so that they are clear.  To compose:	Recognise the notes	durations, timbre,	durations, timbre, pitch, beat, tempo,
	music.	texture and use of	Compose and perform	EGBDF and FACE on	pitch, beat, tempo,	texture and use of
	Understand layers of	silence to describe	melodic songs. Create	the musical stave.	texture and use of	silence to describe
	sounds	music. Evaluate music	repeated patterns	To describe music:	silence to describe	music.
	Listen:	using musical	with a range of	Use the terms:	music. Evaluate music	Evaluate music using
	Children will listen to	vocabulary to identify	instruments. Create	durations, timbre,	using musical	musical vocabulary to
	historical music and	areas of likes and	accompaniments for	pitch, beat, tempo,	vocabulary to identify	identify areas of likes
	composers to identify	dislikes. Understand	tunes. Choose, order,	texture and use of	areas of likes and	and dislikes.
	timbre, tempo,	layers of sounds and	combine and control	silence to describe	dislikes.	Listen:
	texture, dynamics,	discuss their effect on	sounds to create an	music. Evaluate music	Listen:	Children will listen to
	pitch, beat/pulse,	mood and feelings.	effect.	using musical	Children will listen to	historical music and
	rhythm, crescendo,	Listen:	To describe music:	vocabulary.	historical music and	composers to identify
	melody, diminuendo	Children will listen to	Use the terms:	Understand layers of	composers to identify	timbre, tempo,
	and ostinato.	historical music and	durations, timbre,	sounds and discuss	timbre, tempo,	texture, dynamics,
		composers to identify	pitch, beat, tempo,	their effect.	texture, dynamics,	pitch, beat/pulse,
		timbre, tempo,	texture and use of	Listen:	pitch, beat/pulse,	rhythm, crescendo,
		texture, dynamics,	silence to describe	Children will listen to	rhythm, crescendo,	melody, diminuendo
		pitch, beat/pulse,	music.	historical music and	melody, diminuendo	and ostinato.
		rhythm, crescendo,	Listen:	composers to identify	and ostinato.	
		melody, diminuendo	Children will listen to	timbre, tempo,		
		and ostinato.	historical music and	texture, dynamics,		
			composers to identify timbre, tempo,	pitch, beat/pulse, rhythm, crescendo,		
			texture, dynamics,	melody, diminuendo		
			pitch, beat/pulse,	and ostinato.		
			rhythm, crescendo,			
			melody, diminuendo			
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and ostinato.