

Year 3
Knowledge Organiser for Music

| Key Enquiry Questions: | |
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| How can we describe a piece of music? What can we recall from Year 2? | <ul style="list-style-type: none"> • Can we recall identifying pitch changes? • Can we identify if there is a steady beat? • Are there any rhythm patterns within the music? • What is the structure of the dynamics of the music? Can we understand the layers of sounds and discuss their effect? • What can we notice about the timbre and the texture of the music? • Is there a contrast in tempo? |
| What steps can we take to create our own compositions? | <ul style="list-style-type: none"> • Are there any famous pieces of music that can help to stimulate our own compositions? • Can we record our sounds using a storyboard and symbols? • Shall we use our own voices and percussion to create a mixture of different sounds? • What rhythms can we create and how shall we structure our composition? • Shall we use tuned percussion? If so, what notes shall we use? |

| Key Vocabulary | |
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| 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: | |
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| 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 staff 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 | | |
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| Theme/topic | Musical piece | Composer |
| Mayans | Ocarina Mayan Ancestral Music https://www.youtube.com/watch?v=vH83F6rI8eo | 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 2018 |
| 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&mid=F4A73C9F6B7FE59CFD16F4A73C9F6B7FE59CFD16&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. |

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