Year 3 - Music Knowledge Organiser

Word	<u>Definition</u>
Brass	A brass instrument is a musical instrument that you play by blowing through a mouthpiece; trumpet, trombone and tuba are examples.
Duet	A musical piece played or sung by two people.
Dynamics	Changing the volume of sound within musical pieces.
Graphic Scores	Using symbols and pictures to represent sounds.
Improvisation	A tune or sound created spontaneously and not prepared.
Percussion	Percussion instruments make sounds by being hit, shaken or scratched; triangle and maracas are examples.
Rest	A musical break or silence within a tune.
Sequence	A musical order/pattern where related sounds follow each other.
Solo	A musical piece played or sung by one person.
Strings	String instruments make sounds by being plucked or strummed.
Symbols	Small shapes and pictures that represent a sound.
Woodwind	Woodwind instruments make sounds by being blown into; recorder and flute are examples.

<u>Performing</u>

Children will learn songs from memory and perform them to other classes within an ensemble format; meaning performing in a group.

Children will learn 'two part' songs in a duet style structure to understand the importance of 'Rests' in music.

Children will learn how to add expression and alter the dynamics of their voices to reflect different parts of a song; see pictorial representation below.

→ LOUD

Listenina and Context

Children will begin to identify Brass, Woodwind, Strings and Percussion instruments. Children will develop an understanding of the history of music; the focus will be on the **Modern Period**.



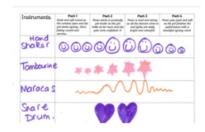
Songs from the Period to Explore:

We Don't Talk About Bruno - Disney Hedwig's Theme - John Williams West Side Story - Leonard Bernstein

Children will listen to a range of music and draw how it makes them feel through pictorial representations.

Composing

Children will create their own 'Christmas Inspired' pieces of Music which reflects the short story of a well-known Christmas advert. Compositions will be planned through pictorial symbols and graphic scores; see example below.



Changing the **dynamics** to portray different feelings is the focus.

Sticky Knowledge - Linked to Previous Year

<u>"Different</u> instruments need to be <u>plucked</u>, <u>hit_strummed</u> or <u>blown into</u> to make **different** sounds.

The underlying steady beat of music is called the **pulse**; this is what we may tap our foot or clap along with.

.A regular repeated pattern of sounds to make a tune is also known as the **rhythm**.

.A drawing of a scene or scenario that reminds you of a piece of music is known as a **pictorial** representation.

Instruments to Learn and Explore

Percussion Instruments (Music Trolley)







Glockenspiels



Charanga Units and Songs to Learn and Explore

Let Your Spirit Fly - Joanna Mangona Walking In The Air - Aled Jones

How The Grinch Stole Christmas - James Horner Silent Night - Michael Bublé

Three Little Birds - Bob Marley
The Dragon Song - Pete Readman



