

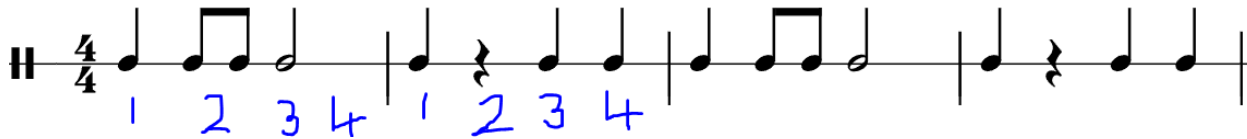
Subject Knowledge Organiser – Music Year 3 – Block 1 Autumn (1) 2023-24

<p>Key Music Concepts</p> <p>Performance Composition Listening Singing Instrumental</p> <p>Key Skills</p> <p>Observe: Listening carefully to find out which instruments are playing</p> <p>Name: Describing music using musical vocabulary and using this to give my opinion of music</p> <p>Notice: Listening to my own performances and deciding what changes I want to make.</p> <p>Recognise: Standing and breathing correctly for singing.</p> <p>Notice: Listening to other people as I perform.</p>	<p>What you have already learned</p> <p>Listen with concentration and describe how fast/slow high/low music is. Clap rhythm and beat.</p> <p>Compose by combining sounds, pitch and rhythm.</p> <p>Perform using your voice expressively and playing tuned and untuned instruments.</p>	<p>What you will have learned by the end of the unit</p> <p>Listening: describe music using vocabulary on this sheet. Clap rhythm and beat.</p> <p>Composing: use crotchets and quavers, minims (including rests) and staff notation. Compose a rhythm, including an ostinato</p> <p>Performing: Use French time names to clap rhythm before singing. Sing with control in voice and pronounce words clearly. Perform your composition confidently in a group or solo, using your instrument accurately.</p>	<p>What you will have learned by the end of the key stage</p> <p>Sing and play musically with confidence, expression, fluency, control and accuracy, alone and in a group.</p> <p>Compose using all the elements of music</p> <p>Listen with attention to detail and develop good aural memory</p> <p>Use staff notation and other notations</p> <p>Appreciate and understand a wide range of music.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Tempo The speed at which a piece of music should be played. We are going to use adagio (quite slow) and allegro (quite fast).</p> <p>Dynamics: how loud or soft a piece of music is. We will use forte (loud) and piano (quiet).</p> <p>Pitch: how high or low a sound is.</p> <p>Rhythm Rhythm is the pattern of long and short sounds as you move through the song. You could guess a song from someone clapping the rhythm.</p> <p>Beat: Beats are organised into bars on the staff in Western musical notation. The beat in a piece of music stays the same, usually for most of the piece. If you are asked to 'Clap in time with the music' this means that you clap the beat steadily. You couldn't guess a song from listening to someone clapping the beat.</p>
	<p style="text-align: center;">My skills and knowledge I may use from other subjects</p> <p>History: History: place composers on a timeline; some are playing now (Wellerman), some in living memory (Dr Seuss, Ben E King) or beyond living memory (Ravel).</p> <p>Geography: identify countries where music comes from on a world map</p> <p>Maths: fractions – minim = 2beats, crotchet=1 beat and quaver=half a beat.</p>	<p style="text-align: center;">Diversity, Equality, SMSC and Safeguarding</p> <p>Learn some other folk songs from different cultures and say why they are important</p> <p>Find out about the importance of folk music in the Whitby area, particularly sea shanties</p> <p>Safeguarding: Always have adult present if listening to music online. Playing and listening to music are good for mental health/</p> <p style="text-align: center;">What can you remember?</p> <p>Clap an rhythm using crotchets and quavers Say the French time names for your rhythm Clap this rhythm allegro and then adagio Use instruments to play a rhythm with 2 different timbres Name three different types of music that you have heard</p>		<p>Timbre: (Pronounced Tam-ber) It is what makes a musical note sound different from another one. You could use words like: Brassy Thick Cold breathy Bright Clean Distorted Piercing Rich Warm Heavy Dull</p> <p>percussion: instruments which are played by shaking, tapping or scraping with your hand or a beater</p> <p>Ostinato: melody or rhythm <u>repeated</u> through a piece of music.</p> <p>Melody: a mixture of high and low pitch sounds played one after the other.</p> <p>Structure: the way a piece is put together eg call and response / unison / verse-chorus / singing plus accompaniment</p>

Key Knowledge

Composing a Rhythm

We can write a rhythm on a percussion staff with 4 crotchet beats in each bar. You can use a mix of crotchets, quavers, minims and crotchet rests to create your rhythm.



For an **ostinato**, a short rhythmic phrase is repeated over and over again.

UNTUNED PERCUSSION

Untuned percussion instruments cannot play a melody, only a rhythm.



Triangle



Tambourine



Bass Drum



Castanets



Snare Drum



Wood Block



Tam Tam (Gong)



Tom Tom Drum



Cymbals



Bongos



Maracas



Congas

Rhythm: note values and French time names

minim = 2 beats		
crotchet = 1 beat		
a pair of quavers = 1 beat		

When you clap a pair of quavers, say **ta-te**

When you clap a crotchet, say **ta**

When you clap a minim, say **ta-aa** (2 beats)



Crotchet rest – say **sa** instead of clapping when you come to a crotchet rest.

Types of Music

Soul Music – Stand By Me. Soul music is a style of African American music.

Western Art Music – Bolero. Sometimes called Classical music.

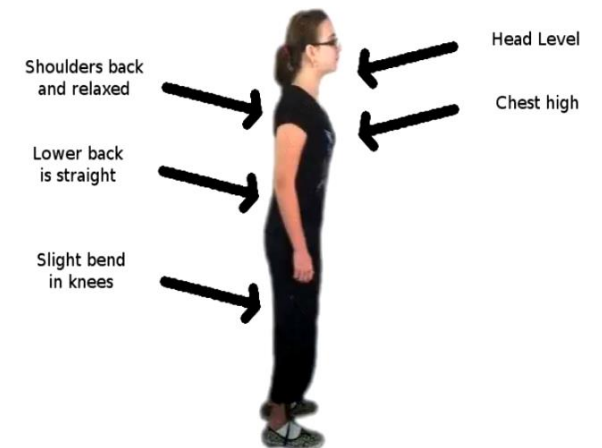
First Nations Armerican – White Fish Powwow and Gathering of Nations

Traditional – Taiko drumming. A taiko is a type of Japanese drum.

Folk Music – Wellerman. This is a sea shanty.

Popular Music – Mr Brown Can Moo

How to stand for singing



- Watch the person in charge
- Listen to other singers and keep in time
- Say your words clearly