

# Knowledge Organiser Music - Year 3 Autumn

| Key Vocabulary | Definition  |
|----------------|---|
| Dynamics       | Loud and quiet sounds.  |
| Notation       | Sign or symbol to identify when a sound is made in the music. |
| Timbre         | Describes the different character of sounds.                  |
| Pitch          | High and low sounds in music                                  |
| Tempo          | The speed of the music.                                       |

## Key Knowledge

Texture in music can be created using layers of sound one or two layers create a thin texture but a thicker texture can be created when there are more layers of sound playing together.

A song usually has a verse and chorus structure. Sometimes there can be a bridge in a song, this is often in the middle of the song, between the verse and chorus.

The effect of the music we compose can be changed by using different dynamics, tempo and textures throughout the music.

Moods and the character of music can be created by choosing particular sounds or the ways an instrument is played.

## Music Activities

- Composing short rhythmic and melodic patterns using tuned and untuned instruments.
- Exploring, choosing and combining different sound sources: instruments, vocal sounds and junk/found sounds.
- Creating a sequence of sounds to make a class composition.
- Learning to sing with good posture and breath control new songs for the end of term performance.

Play a pattern using 'high and low' sounds on a pitched instrument to create a melody.



Find the best sounds to represent your ideas in your composition.



Vivaldi : 1678-1741 Italian composer.

Vivaldi was taught to play the violin by his father. The violin is the main instrument in The Four Seasons. In the first movement of 'Winter' Vivaldi creates a sound picture he conveys the biting cold winds and chattering teeth on his violin.

Other Facts.....

The sings for dynamics in music are:

*p* - piano is quiet                      *f* - forte is loud

*pp* - pianissimo very quiet      *ff* - fortissimo very loud

# Knowledge Organiser Music - Year 3 Spring

| Key Vocabulary | Definition  |
|----------------|---|
| Composer       | This is the person who creates the music we are listening to. |
| Notation       | Sign or symbol to identify when a sound is made in the music. |
| Pitch          | High and low sounds in music.                                 |

## Key Knowledge

A Conductor stands at the front of the orchestra and leads the musicians.  
 The Conductor holds a *baton* and uses it to keep the musicians in time.

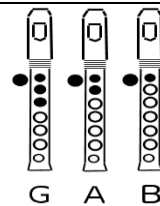
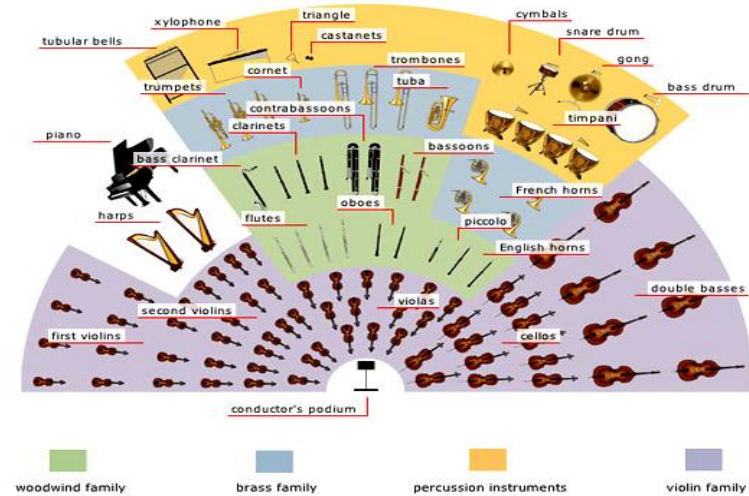


## Music Activities

- Learn to play the recorder controlling breathing to make a clear sound, learn notes A B G and simple melodies on the recorder.
- Find out about the instruments of the orchestra.
- Know about the work of a Famous Composer from the music at the Liverpool Philharmonic concert.

The instruments of the orchestra are arranged in four families of instruments:

- Woodwind - Percussion - Brass - Strings



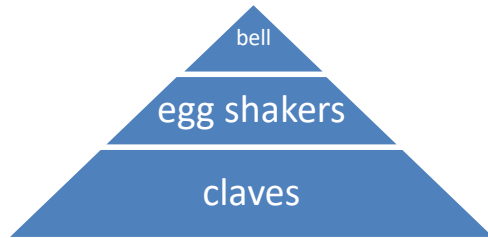
To make a gold sound on your recorder you just need to breath gently down the mouthpiece.

Cover the finger holes completely to make the best sound and no squeaking sounds!

# Knowledge Organiser Music Year 3 Summer

| Key Vocabulary | Definition  |
|----------------|---|
| Structure      | The building blocks of phrases used in music.                 |
| Phrase         | A musical sentence.   |
| Notation       | Sign or symbol to identify when a sound is made in the music. |
| Ostinato       | A repeating rhythm pattern.                                   |

## Key Knowledge



Use layers of sound to make a piece of music.

Start with claves repeating an ostinato pattern



Build up the layers now use egg shakers to play this rhythm



Carry on and add the bells playing this rhythm:

I Z I Z

Bob Marley 1945-1981:

Jamaican songwriter and musician.  
A pioneer of reggae music.



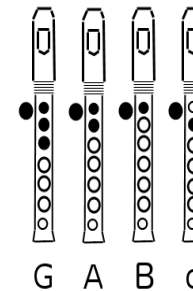
## Music Activities

- Songs about Egyptian life.
- Explore and arrange a pyramid structure in class music composition.
- Recorders: playing short and long sounds and extending range of tunes.

### Using the recorder - short and long sounds :

We are learning these notes on the recorder.

Be careful to keep the finger holes covered completely to make a gold sound!



To play a short sound we breath gently down the recorder while we tapping our tongue against the back of our teeth. This will stop and start your breath travelling down the recorder and help you make short sounds.

Play four short sounds on : 1-2-3-4.

To play a long sound breath gently and continue.

Use your thinking voice and play the note B.

Now try and see if you can make a gold sound for four counts. 1 2 3 4

