

Subject Knowledge Organiser – Music Year 3 - Summer (1) 2023

<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 and staff notation. Compose an ostinato rhythm. Compose parts for a Gamelan piece using unpitched percussion.</p> <p>Performing: Use French time names to clap rhythm before singing. Sing with control in voice and pronounce words clearly. Play confidently in a group, 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: place composers on a timeline; some are playing now (Coldplay, Gamelan), some in living memory (Beatles) beyond living memory (Pachelbel)</p> <p>Geography: identify countries where music comes from on a world map</p> <p>Maths: fractions – 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 and say why they are important</p> <p>Find out about the importance of folk music in the Whitby area</p> <p>Listen to other versions of our songs eg The Green Grass Grows by Louis Jordan; other similar songs eg The Rattlin' Bog.</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 ostinato 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 folk songs</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: a short, repeated rhythm that keeps going throughout a piece of music.</p> <p>Texture Layers of sound: this means the different things which are happening at the same time in a piece of music. We will listen to a melody plus accompaniment (songs) and a layered texture (Gamelan music)</p>

Key Knowledge

Gamelan is traditional music of Indonesia. It uses **tuned percussion** and **untuned percussion**. It is played to accompany religious ceremonies, dance and other performances.

This is how we write down Gamelan music.

	1	2 +	3	4
Woodblock	*	*		*
Guero	*		*	
Shaker	*	*	*	*
Cymbal		*		*
Tambour	*	*		*

TUNED PERCUSSION

Tuned percussion instruments can play a melody.



Glockenspiel



Xylophone



Vibraphone



Celesta



Tubular Bells



Timpani

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

French Time Names



We use these to clap **rhythms**. Say **ta** or **ta-te** as you clap the crotchets and quavers.

Green Grass Grows All Around

Folk song

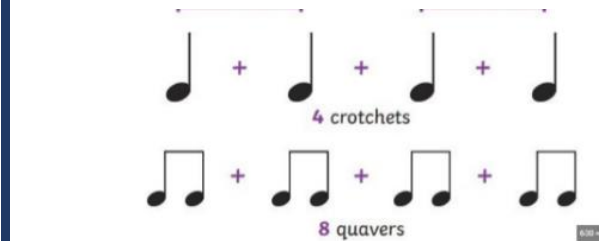
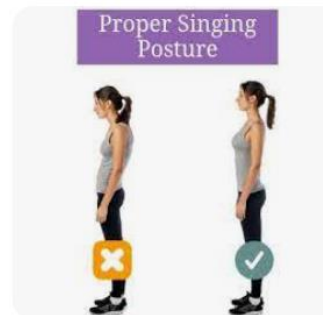
There was a tree, (There was a tree), all in the wood, (all in the wood),
 The pret-ti-est tree, (the pret-ti-est tree) that you ev-er did see, (that you ev-er did see)

And the Green Grass Grew All Around is a traditional Appalachian folk song that was first noted in 1877.

Shalom is a Hebrew folk song that means "Peace, friends" and can be used to say both "hello" and "goodbye".

Yellow Submarine is a rock song by The Beatles from 1966. **Clocks** is another rock song by Coldplay from 2003.

Pachelbel's Canon is a piece of Western classical music composed around 1860.



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

For an **ostinato**, the rhythm in each bar is exactly the same.



