



Music Knowledge Organiser (Year 3)

Beneath Our Feet

Key Vocabulary

pulse 	The steady beat felt throughout the music - <i>you might tap your toe in time with the music.</i>
rhythm	This follows the pattern of the words. You can clap the rhythm of the words.
Timbre	The unique sound of an instrument
Xylophone	Tuned percussion instrument traditionally made of wood
Soundscape	Sounds to represent a part of a story.
Graphic Score	A way of writing music using pictures or symbols for different sounds.
Melody	A tune for a song or the main tune in a piece of music that isn't a song.
Musical Quotation	Small snippet of music, like a motif.
Lyrics	The words that are written to go with a melody
Compose	To write a piece of music yourself.
Rehearse & perform	To practise and then perform a piece of music.

Key Knowledge

- Soundscapes are like a tapestry of sounds that come together in a given place, all kinds of sounds can be used like engine noises, human noises and noises from the environment like wind, sea, and rain.
- Many different creatures live underground, like worms, moles, rabbits and centipedes.
- People sometimes work underground. They might dig for minerals like coal or tin; they might drive an underground train.
- Fossils are the remains of creatures that lived millions of years ago. You can find them in our local area.
- Graphic Scores make it easier for everybody to be able to read and play music because it uses pictures instead of music notes.
- Composers write music to tell stories and make you think about certain places or countries.

What you have already learnt in Year 2

- sing and follow a melody.
- sing or clap increasing and decreasing tempo.
- perform simple patterns and accompaniments keeping as steady pulse.
- listen out for particular things when listening to music.
- create music in response to different starting points.

What you will have learnt by the end of this unit.

I am learning to :-

- Listen to music more intently and to focus on a given instrument or sound.
- To write to a specific brief
- Be able play more complicated rhythms.

Let's Listen!



Camille Saint-Saens - A French composer who created a piece of music about fossils, part of a suite of music called Carnival of the Animals. He began to learn to play the piano when he was 2 $\frac{1}{2}$ years old!

My skills and knowledge that I may use from other subjects - (Include where there may be opportunities to use other subjects)

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

What you will have learnt by the end of your Key Stage - (Include the expectations for the end of Key Stage for this area of study)

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

Opportunities for teaching Diversity, Equality (including protected characteristics) and expanding Cultural Capital –

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music.

Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning.

Participation in music develops wellbeing, promotes listening and develops concentration.

We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Key Skills I will Learn/Use - (include the key skills that will be intertwined with the knowledge learning LINK)

Singing

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies

Listening

Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Composing- Improvisation

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Composing

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

- Compose song accompaniments on untuned percussion using known rhythms and note values.

Performance

Pupils should be taught to:

- Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Notation

Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch

- Understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Recall and Remember - Now we are at the end of our topic - Beneath Our Feet how much do you know now? Prove it!



or



Can I use my voice to speak, sing and chant?	
Can you name the stringed instruments of the orchestra?	
Can I repeat short rhythmic and melodic patterns to create a musical piece about beneath my feet?	
Can I choose picture or symbols to represent music?	
Can I make different sounds with my voice and with instruments in a soundscape?	
Can I follow instructions about when to play and sing?	
Can I use instruments to perform?	
Can I choose sounds to represent different things?	