Queensway School- Knowledge Organiser

Music	Overview	- Year	Three
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Listening and Responding:			
Identify the pulse	Can you clap to the		
	pulse?		
	Can you move to the pulse?		
Discuss the pitch	Which instruments are		
Discuss the pitch	playing high? Or low?		
	How does the melody		
	change?		
Discuss the	How does the dynamics		
dynamics	affect the song or music?		
Discuss structure	Is there an introduction?		
	Is there a verse or a		
	chorus? Can you hear a		
	repeated melody?		
Hear and name	Can you name the		
instruments	instruments you can hear in the music?		
Describe an	How does the music		
emotional	make you feel?		
response	make yea reer.		
Describe a visual	What does the music		
response	make you think of?		
Express an	Do you like the music?		
opinion	Can you explain why?		
Listens to a range	Have you heard this style		
of musical styles	of music before? What		
and can discuss	sounds the same? What		
similarities and differences.	is different? Does this		
unerences.	remind you of anything you have heard before?		
	What is the music style?		
	what is the music style?		

E

F

G

D

C

Key vocabulary:			
Pulse	Crotchet		
Pitch	Minim		
Tempo	Semibreve		
Dynamics	vocals		
Structure: introduction, verse, chorus			
Backing vocals			
Names of classroom percussion instruments			

Key Music Styles/Composers/Performers:

RnB

Рор

Reggae

Traditional music from around the world-Hindu, Chinese Folk, Traditional Turkish, Polynesian and Sudanese

Disco

Classical incl La Mer by Debussy

C

Motown

В

Soul

Α



Link to Charanga information: <u>https://charanga.com/site/log-in/</u>

Musical Activities:

Take an active part in pulse/rhythm/pitch gamesUnderstand and participate in singing warm-upsLearning melodies and parts for singing songsPlaying tuned percussion instruments correctlyfor example the GlockenspielUsing tuned percussion instruments to:• Play a learned sequence of notes• Improvise a part using a set number of
notes• Play parts in a group or to accompany
singing

- Read notation for C, D, E, F,
- Understand and recognise crotchet, minim and semibreve

Performances should include discussions about the audience, preparation and evaluation

