

Waterloo Primary School - Music Knowledge Organiser

Topic: The World
Around Us

Year: 3

What will I know by the end
of this unit of work?

What should I already know?

How to use voices expressively.
How to play some tuned and un-
tuned instruments.
How to rehearse and perform with
others.

Vocabulary

Structure - the way the piece is
built up

Drone - a long, sustained note or
chord

Accompaniment - the music that
supports the main melody

Melody - a series of notes creating
a distinctive and memorable
sequence (the tune)

Rhythm - a pattern of long and
short sounds

Notation - a series or system of
written symbols used to represent
numbers, amounts, or element

Unison - where a group of voices
are all singing together at the
same pitch

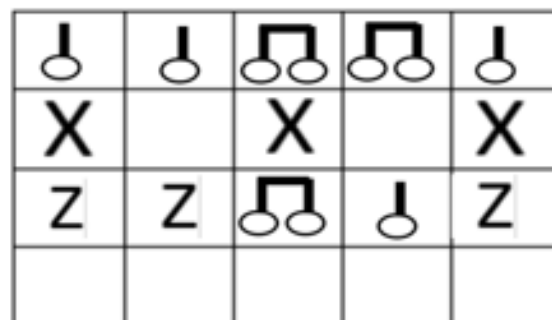
Pitch - how high or low a musical
note is

Phrasing - the way a musician
shapes a sequence of notes in a
passage of music to allow
expression

Improvisation - a spontaneous,
extemporaneous musical creation

I will know how to:

- use my voice in different ways.
- identify phrasing and structure in music.
- use stick rhythm notation.
- clap rhythm patterns accurately.
- sing a song in unison and in two parts.
- identify the structure of a song.
- play a drone accompaniment on a pitched instrument.
- identify different musical dimensions - phrasing and pitch.
- explore instrumental improvisation.
- create short melodic phrases experimenting with different musical ideas.
- use musical vocabulary when discussing music.
- play a short melody on a pitched instrument.
- compose music to accompany a picture.
- select sounds to represent features in a picture.
- use musical vocabulary when giving reasons for selecting particular sounds.



Waterloo Primary School - Music Knowledge Organiser

Topic: Movement

Year:
3

What will I know by the end of this unit of work?

What should I already know?

How to create musical patterns
How to explore, choose and organise sounds and musical ideas
How to explore and express ideas and feelings about music using movement, dance and expressive and musical language
How to make improvements to my own work

Vocabulary

Structure - the way the piece is built up

Melody - a series of notes creating a distinctive and memorable sequence (the tune)

Pulse - the regular beat of a piece of music

Rhythm - a pattern of long and short sounds

Rhyme - repetition of similar sounds

Ostinato - a repeated rhythmic or melodic pattern

Tempo - the speed of the music

Timbre - the particular quality and unique characteristics making an instrumental or vocal sound different from others

Ensemble - a group of musicians who perform together

Notation - a series or system of written symbols used to represent numbers, amounts, or element

Improvisation - a spontaneous, extemporaneous musical creation

Body Percussion - using claps, stamps, snaps and tongue clicks to create rhythmic patterns and sounds

BODY PERCUSSION



The difference between the pulse and the rhythm

How to recognise repeated rhythm patterns (ostinato)

How to identify the structure and character of a song.

How to play improvised melodies and rhythm patterns.

How to evaluate our class music perform the two main ostinato patterns

Rhythm can be shown using a graphic notation score.

A range of songs from other cultures.

How to identify and respond to changes in tempo

A piece of music can convey character and mood



Waterloo Primary School - Music Knowledge Organiser

Topic: Blown Away -
Book 2

Year: 3

What will I know by the end
of this unit of work?

What should I already know?

How to play a range of notes such as G, F, D, F and high D.
How to perform rhythmical patterns and accompaniments, while keeping a steady pulse.
To think about others while performing.
How to use technical vocabulary to describe music.

Vocabulary

Structure - the way the piece is built up

Melody - a series of notes creating a distinctive and memorable sequence (the tune)

Pulse - the regular beat of a piece of music

Pitch - how high or low a musical note is

Rhythm - a pattern of long and short sounds

Ostinato - a repeated rhythmic or melodic pattern

Tempo - the speed of the music

Dynamics - the loudness of softness of the music

Texture - the combination of layers of more than one sound

Timbre - the particular quality and unique characteristics making an instrumental or vocal sound different from others

Notation - a series or system of written symbols



I will know how to:

- play the notes low C, F \sharp , high C \sharp , low C \sharp , B \flat , high E and high F.
- use these to play a wide range of music.
- perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.
- create simple rhythmical patterns that use a small range of notes.
- begin to join simple layers of sound, e.g. a background rhythm and a solo melody.
- comment on the effectiveness of own work, identifying and making improvements.
- begin to understand how different musical elements are combined and used to create an effect.
- Describe and express my preferences about different pieces of music using the vocabulary I learn