

Morpeth First School Knowledge Organiser

Topic: Music	Year group
Three Little Birds	Year 3

Background knowledge

Using a bar of four beats, children can record and compose their own rhythms starting out with shapes and taking into account the syllables in each shape word. 'Square' would have one clap in a beat as it has one syllable, 'cir-cle' would have two claps per beat as it has two syllables, 'tri-an-gle' would have three and 'se-mi-cir-cle' would have four. This would be the beginning of simple notation which could then move onto stick notation (see 'Timeline/diagrams' section). A staff (or stave) is the name given to the five horizontal lines on which we can write music. Musical notes can be placed either on a line (i.e. with a line going through the middle of the note head) or in a space. There are four inside spaces as well as the two outer spaces at the top or bottom. The higher the pitch of the note the higher it will be on the staff. Taking the white notes of a keyboard: each note (A, B, C, D etc.) is placed higher on the stave (line, space, line, space etc.).

What should I already know?

Year 2

- I can order sounds to create a beginning, a middle and an end
- I can create music in response to different starting points
- I can choose sounds which create an effect
- I can use symbols to represent sounds
- I can make connections between notations and musical sounds
- I can improve my own work

National Curriculum Objectives / Key Skills	The Journey
<p>Compose music using some of the inter-related dimensions of music - tempo, melody, rhythm, dynamics.</p> <p>Begin to recognise and use simple musical notations.</p> <p style="color: blue;">I can use different elements in my composition</p>	<ol style="list-style-type: none"> 1. I can follow simple notation. I can clap out different rhythms by listening carefully or following notation. (Different elements - rhythm). 2. I can compose a simple rhythm. I recognise simple notation and use it to compose and perform. (I can create repeated patterns with different

<p>I can create repeated patterns with different instruments</p> <p>I can compose melodies and songs</p> <p>I can create accompaniments for tunes</p> <p>I can combine different sounds to create a specific mood or feeling</p> <p>I can improve my work and explain how it has improved</p>	<p>instruments. Different elements - tempo)</p> <ol style="list-style-type: none"> 3. I can perform a rhythm using percussion instruments. I can use a variety of instruments correctly and know their names. (I can improve my work and explain how it has improved. I can create accompaniments for tunes) 4. I can use stick notation. I can read and follow a new type of musical notation. 5. I understand how musical notation is set out on a staff. I know that different lines on the staff represent different notes. 6. I can play chords on a glockenspiel and follow a conductor. I can stick to one chord and follow direction carefully. (Different elements - pitch and dynamics/volume) 7. I can compose melodies on a rainbow staff. I am beginning to use stick notation. (I can compose melodies and songs. I can combine different sounds to create a specific mood or feeling. Different elements - melody).
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Outcomes

An overview of what children will know / can do

Working towards: I can understand some different elements such as tempo and pitch. I can identify repeated patterns. I can offer ideas for which instruments to use to create a specific mood or feeling. I can offer my opinion on the work of others.

Expected: I can use different elements in my composition. I can create repeated patterns with different instruments. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. I can improve my work and explain how it has improved.

Exceeding: I can use a variety of different elements in my composition and can identify when elements change within a piece of music. I can create repeated patterns with different instruments and lead a group performance. I can compose melodies and songs creatively. I can create accompaniments for tunes using different instruments and sounds. I can combine different sounds to create a specific mood or feeling. I can improve my work and explain how it has improved and can give constructive criticism to other groups.

Key Vocabulary

Tune - a melody that characterises a certain type of music

Beat - a rhythm

Volume - how loud something is

Compose - write or create

Perform/Performance - to carry out a task

Composition - putting music together

Stick notation - a series of written symbols with sticks

Musical notation - a series of musical symbols

Rhythm - a repeated sound

Mood - creating atmosphere

Bar - sections in which music is divided

Tempo - speed in music

Melody - the tune

Rhythm - the beat

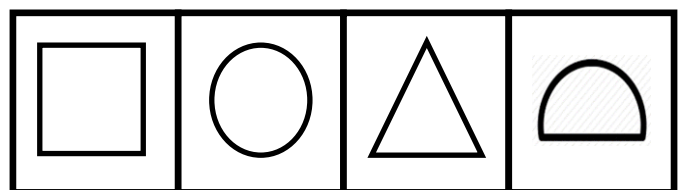
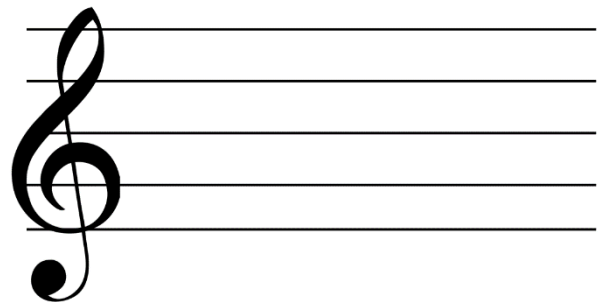
Dynamics - the volume

Conductor - a person who directs a performance

Notes - a single tone

Chords - a group of three or more notes together

Timeline / Diagrams

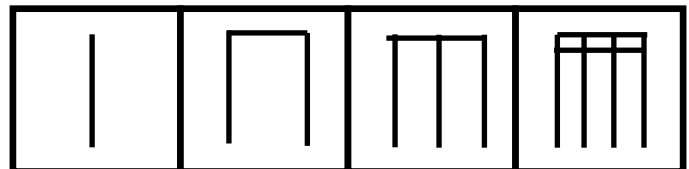


Square

Cir-cle

Tri-an-gle

Se-mi-cir-cle



Square

Cir-cle

Tri-an-gle

Se-mi-cir-cle

<p>Percussion instruments - played by striking with hand, stick or by shaking</p> <p>Stave - a set of five parallel lines</p> <p>Rainbow stave - a set of five coloured parallel lines</p> <p>Glockenspiel - a musical instrument that has metal pieces mounted to a frame</p>	
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Key people / places

'Music is the shorthand of emotion' - Leo Tolstoy

Assessment questions / outcomes

What is notation?

Can you perform a simple rhythm?

Can you name three different percussion instruments?

What do the different lines on stave represent?

What is a conductor used for in a musical performance?

What is a melody?

How can you create mood?