

# St Luke's Knowledge Organiser

## Year 3 - Spring—Sounds of Africa



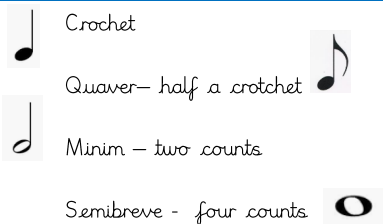
### What I should already know

- ◆ I can listen with concentration to music.
- ◆ I know that music can be represented in a written form using graphic notation.
- ◆ I am beginning to read graphic notation with support.
- ◆ I can use percussion instruments to compose short rhythm phrases and record them using graphic notation.
- ◆ I am starting to add structure to my compositions.

### Songs and composers

Everywhere we go  
Tina Singu  
Africa  
Maleezweh

### Musical Notation



### Vocabulary

Texture	Layers of sound in a piece of music
Timbre	A particular tone that marks a sound or combination of sounds
Dynamics	A variation of loudness between notes or phrases
Tempo	Speed of the music
Pitch	How high or low a sound is
Pulse	The underlying beat in a piece of music. This is what we might tap our feet or clap our hands to.
Phrase	Part of a piece of music
Ostinato	A repeated, often rhythmic pattern.
Concerto	Part of a piece of classical music when a solo instrument is highlighted.
Allegro non molto	Not very quickly
Largo	Very slowly
Allegro	Fast and joyful
Adagio e piano	Slow, at ease and soft
Presto e forte	Very fast and loud
Presto	Very fast

### Sticky Knowledge and skills

- ◆ To sing confidently with energy and enthusiasm.
- ◆ To sing call and response songs with increasing complexity and to be able to echo back melodies with accurate pitch.
- ◆ To develop their singing voices using a variety of techniques and foci.
- ◆ To be aware of how to use good singing technique such as standing with correct posture, pronouncing words clearly, singing and breathing in phrases and singing with expression.
- ◆ To develop control of pulse, rhythm and pitch when singing.
- ◆ To be able to sing melodies with accurate pitch.
- ◆ To learn longer more complex songs, developing the children's control of pulse and rhythm and to think about how to perform the song well.
- ◆ To use musical vocabulary to evaluate their own performance skills and singing skills.
- ◆ To evaluate their work and recognise how it has improved.
- ◆ For children to learn about the tradition of African music.
- ◆ To be able to hear and understand music with layers of sound.
- ◆ To learn about cyclic rhythms and how to play them.
- ◆ To begin to be able to make their own rhythms.
- ◆ To maintain a simple part within a group.
- ◆ To play a simple rhythm on an instrument clearly and to a steady pulse.