

# St Luke's Knowledge Organiser

## Year 3 - 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.



### Sticky Knowledge and skills

- ◆ I can sing confidently with energy and enthusiasm using good posture.
- ◆ I can sing call and response songs with increasing complexity and to be able to echo back melodies with accurate pitch.
- ◆ I can develop my singing voice using a variety of techniques and foci. I am aware of how to use good singing technique such as standing with correct posture.
- ◆ I can pronounce words clearly and sing and breathe in phrases. I can sing with expression.
- ◆ I can sing melodies with accurate pitch.
- ◆ I can improve my control of pulse and rhythm.
- ◆ I can use my growing musical vocabulary to evaluate my own performance.

### Songs and composers

Kye Kye Kule

Tina Singu

Africa

Maleezweh

### 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