

# St Luke's Knowledge Organiser

## Year 3 - Autumn—The World Around Us



### 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

London's Burning

Haunted House

Connect It by Anne Meredith

Enigma Variations Edward Elgar

### Sticky Knowledge and skills

I can use my voice in different ways

I can identify phrasing and structure in music.

I can use stick rhythm notation.

I can clap rhythm patterns accurately.

I can create short melodic phrases experimenting with different musical ideas.

I can use musical vocabulary when discussing music.

I can play a short melody on a pitched instrument.

I can compose musical fragments and phrases.

I can structure ideas to create a composition.

I can use untuned percussion sounds and pitched instruments in a class composition.

I can make a graphic score of class composition.

I can reflect on and evaluate work using musical vocabulary.

I can recognise the effective use of musical ideas.

I can share ideas about organising and changing musical ideas to good effect.

I can use musical vocabulary to evaluate my own compositional and performance skills.

I can explore and select different vocal and body percussion sounds.

I can perform in unison and in parts.

I can use my voice with increased understanding of fluency, control and expression.

I can organise and structure sounds.

### 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.
<i>Allegro non molto</i>	Not very quickly
<i>Largo</i>	Very slowly
<i>Allegro</i>	Fast and joyful
<i>Adagio e piano</i>	Slow, at ease and soft
<i>Presto e forte</i>	Very fast and loud