



# Year 3 - Autumn 1 - Music Knowledge Organiser

## What I already know...

In Key Stage 1 the children will have:

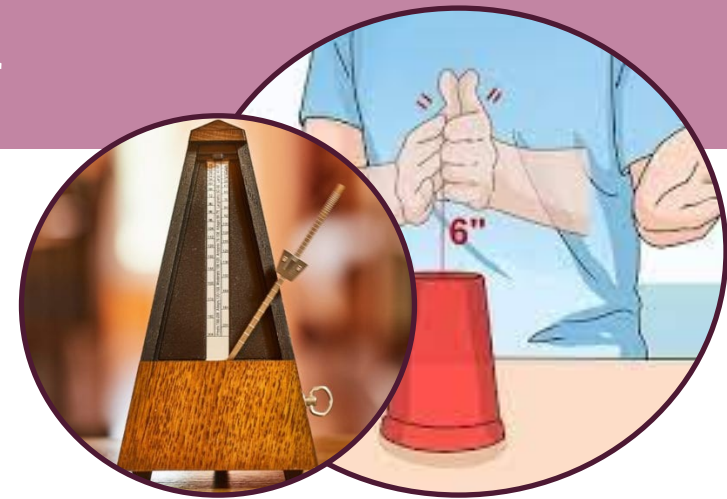
- Explored basic percussion instruments
- Repeated and invented simple rhythms which they recorded using graphic notation
- Sung a variety of songs with awareness of pitch
- Listened to a range of music and started to make decisions as to what they do and do not like
- Recognized the difference between **pulse** & rhythm

## What I will learn...

- To sing songs concentrating on how we sing-no shouting, looking for appropriate breathing places, deciding on appropriate dynamics
- To explore a range of percussion instruments and their qualities. Those that are performed by tapping, shaking or scraping and those that produce long or short sounds
- To play rhythm games to increase aural memory
- To create ostinatos on a range of instruments and understand the importance of maintaining a steady **pulse**, especially when performing with others.

## Key Vocabulary

rhythm	Patterns formed by sounds and silences of different lengths
<b>pulse</b>	<b>The beat of the music, like a regu-</b>
pitch	How high or low the music is
tempo	How fast or slow the music is
dynamics	How loud or quiet the music is
melody	Musical term for the tune
crotchet	A one beat note
quaver	A half beat note
rest	A silence in the music
round	A melody that is performed by more than one instrument, each part starting at a different time
claves	Wooden percussion instrument



## Making a difference at The Merton

As Year 3 start their KS2 Musical Journey, they will develop the skills started in KS1. Music can help to build confidence in a child and is a subject accessible to all. It can help to develop sharing, dexterity and working with others, all skills that will be useful in other areas of the curriculum too. Singing is something that brings people together, lifts spirits and can be a very useful learning tool. Through the fun musical activities this half term, the children will be concentrating on '**Pulse**', composing their own ostinatos to combine into a team composition.

## Making a difference at home

- Encourage your child to listen to a range of music and ask them what they like, don't like and why
- Allow them to identify/play the **pulse** to songs using junk instruments
- Ask them to teach you songs they have been singing at school so that you can sing together