



**Objectives and Sticky Knowledge**

**Prior Knowledge Recap:**

Make connections between notations and musical sounds.  
Play simple rhythmic patterns on an instrument.

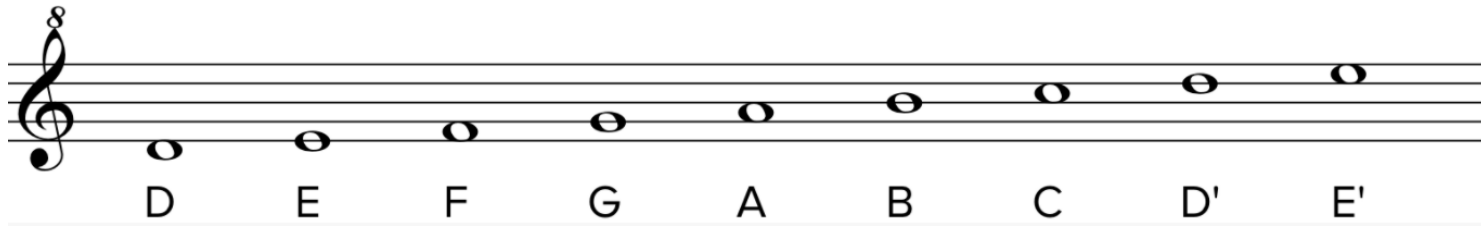
**Land Objectives and Sticky Knowledge:**

<b>Listening to music to recognise differences</b>	<b>To compose a piece of music</b>	<b>To begin to play a recorder</b>
<ul style="list-style-type: none"> <li>*listen carefully and recognise high and low phrases</li> <li>*To identify the rhythm within piece of music</li> <li>*Use different movements such as clapping, tapping, stomping to recognise the pulse</li> </ul>	<ul style="list-style-type: none"> <li>*combine different sounds to create a specific mood or feeling</li> <li>*Keep the rhythm</li> <li>*recognise the pitch</li> </ul>	<ul style="list-style-type: none"> <li>*play clear notes on instrument</li> <li>*recognise notes – A, B, C, G</li> <li>*use different elements in composition</li> </ul>

**Links with ‘Communication’ Golden Thread:**






**Links with CST and CKA Values Crown:**

# Year 3 Music Knowledge Organiser



## Key Vocabulary

<b>Beat</b>	The steady pulse that runs throughout a piece of music.
<b>Rhythm</b>	A combination of long and short sounds.
<b>Melody</b>	The main tune.
<b>Pitch</b>	How high or low a note is.
<b>Tempo</b>	The speed of a piece of music.
<b>Duration</b>	The length of time that a note is held or played for.
<b>Texture</b>	The layers of sound in a piece of music and the relationship between them.

	1-beat note (crotchet)
	2-beat note (minim)
	4-beat note (semibreve)
	Half-beat note (quaver)
	Two half-beat notes together make one beat
	Triplet – 3 notes which together make 1 crotchet beat

**Sky Objectives:** Sing a range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression.  
 Perform actions confidently and in time.  
 Walk, move or clap a beat, changing the speed of the beat as the music changes. Know the difference between pulse and rhythm.  
 Use musical dimensions to describe what they hear -duration, timbre, pitch, dynamics, tempo, texture and structure and use these words to express what works well or needs improving in a piece of music.  
 Talk about the stories and origins behind different pieces of music.  
 Combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re and mi).  
 Compose song accompaniments on untuned percussion using known rhythms and note values.