



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 3
Autumn Term 1 - Let Your Spirit Fly



<u>Overview of Unit of Work</u>	Within this unit, pupils will learn how to appreciate Rhythm and Blues music. They will learn about this style through a song called 'Let Your Spirit Fly'. Also, they will listen and appraise a range of songs/pieces in other styles of music and will learn how to identify the structure, voices and instruments used. Throughout a range of interactive musical games, pupils will learn how to find the pulse in different pieces and clap, play and copy rhythms. They will begin to identify and move to the pulse of the music. Pupils will learn to sing in unison and simple two-parts and begin to play classroom instruments including composing simple melodies. They will enjoy RnB music from different eras and be able to explore how music makes them feel.
<u>Vocabulary</u>	structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that 'Rhythm and Blues' music is a form of popular music from the 1940s and it is a mixture of Soul, Hip Hop and Gospel music. - Know that RnB is shortened version of Rhythm and Blues. - Know that RnB singers include Beyoncé, Rihanna and Stevie Wonder. - Know that the melody and beat of RnB music is usually slow and steady. - Know that the lyrics are the words of a song.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
<u>Prior learning and Vocabulary</u>	Prior learning from KS1.
<u>Post Learning</u>	Year 3 - Autumn 2 Year 3 - Spring Term Units



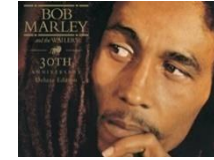
Crofton Junior School – Music
Curriculum Knowledge Organiser – Year 3
Autumn Term 2 – Glockenspiel Stage 1



<u>Overview of Unit of Work</u>	Within this unit, pupils will be introduced to the language of music through learning the key skills of playing the glockenspiel. They will explore and develop playing skills on an instrument and learn to treat instruments with care and respect. They will be introduced to musical notation and learn how to read and play the notes C, D, E and F through a variety of tunes. They will begin to improvise and compose melodies using one or two notes on the glockenspiel. Pupils will explore rehearsing and performing their part and learn how to count in and follow steady beats.
<u>Vocabulary</u>	improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know and talk about a musical instrument - glockenspiel - that it is a tuned percussion instrument made from metal plates which produce a pitch when struck. - Know that music is written on 5 lines called a stave. - Know and recognise that a crotchet lasts for 1 count, a minim lasts for 2 counts and a semibreve lasts for 4 counts. - Know that improvising is making up your own tunes on the spot and that it is not written down. - Know that a composition is music that is created by you and kept in some way - it can be played and performed again. - Know how to play the notes - C, D, E and F.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
<u>Prior learning and Vocabulary</u>	Prior learning from KS1. Year 3 - Autumn 1 - Let Your Spirit Fly
<u>Post Learning</u>	Year 4 - Autumn 2 - Glockenspiel Stage 2 (instrument focus) Year 3 - Spring Term Units



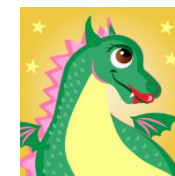
Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 3
Spring Term 1 - Three Little Birds



<u>Overview of Unit of Work</u>	This unit of work is centred around the song 'Three Little Birds' by Bob Marley. Pupils will learn about the musical genre 'Reggae' and listen to and appraise a range of Reggae songs by artists including Bob Marley, Ziggy Marley, Toots and the Maytals and Amy Winehouse. Through a range of interactive musical games, pupils will explore pitch, rhythm and pulse in a fun, practical way. Pupils will learn to sing in unison demonstrating good singing posture and learn how to improvise and compose simple melodies using simple rhythms.
<u>Vocabulary</u>	introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocal, pulse, rhythm, pitch, tempo, texture, structure, compose, improvise, hook, riff, melody reggae
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that Reggae music originated in Jamaica in the 1960s. - Know that Bob Marley was one of the most famous performers of Roots Reggae music. - Know that Reggae music is characterised by: electric guitars, drums and drums line-up; amplified bass guitar. - Know that a riff is a short-repeated pattern - often played on a lead instrument (such as guitar or piano). - Know that melody is a term used for a tune.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
<u>Prior learning and Vocabulary</u>	KS1 - Year 2 - Zootime (reggae style song) Year 3 - Autumn Term Units
<u>Post Learning</u>	Year 3 - Spring 2 Year 3 - Summer Term



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 3



Spring Term 2 - The Dragon Song

<u>Overview of Unit of Work</u>	Within this unit, pupils will focus on 'The Dragon Song'. They will consider the issues of kindness, friendship, respect, happiness and acceptance and create their own performances of the song. They will listen to and appraise some different traditional folk tunes from around the world including China, India, Turkey and Polynesia. Through fun, musical games, pupils will learn be introduced to question and answer games. They will sing in unison and two simple parts demonstrating good singing posture and an awareness of singing in tune. Pupils will also play untuned and tuned musical instruments to provide an accompaniment and a melody.
<u>Vocabulary</u>	keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that folk music can come from any country in the world and it is traditional music that can be sung or played, accompanied or unaccompanied. - Know that lyrics is what the song is about. - Know the difference between a musical question and an answer. - Know that a pentatonic scale is a fixed five-note pattern.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
<u>Prior learning and Vocabulary</u>	KS1 - Year 2 Unit - Friendship Song Year 3 - Autumn and Spring 1
<u>Post Learning</u>	Year 3 - Spring 1 and Summer Term Units



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 3
Summer Term 1 - Bringing Us Together



<u>Overview of Unit of Work</u>	This unit of work focusses on 'Disco' style of music. Pupils will listen and appraise a range of 'disco' songs including 'Good Times', 'Ain't Nobody' and We are Family and learn to describe the musical dimensions. They will participate in vocal warm ups and breathing exercises and consider key themes such as friendship, peace and unity. Pupils will continue to develop the skill of identifying key instruments and compose and improvise simple melodies using simple rhythms using a pentatonic scale.
<u>Vocabulary</u>	keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that the key indicators of disco music include: a strong drum and bass lines, quite a fast tempo with a steady dance groove and energetic electric guitar lines. - Know that disco music first appeared in the 1970s in New York. - Know that you must listen to each other when singing together.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
<u>Prior learning and Vocabulary</u>	KS1 - Year 2 Unit - Friendship Song Year 3 Units - Autumn & Spring.
<u>Post Learning</u>	Year 3 Unit - Summer 2. Year 4 - Autumn 1.



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 3
Summer Term 2 - Reflect, Rewind and Replay



<u>Overview of Unit of Work</u>	<p>This unit of work consolidates the learning that has occurred throughout Year 4. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Pupils will continue to embed the foundations of interrelated dimensions of music using voices and instruments. They will listen and appraise different pieces of music, sing, play instruments, compose and improvise. They will share and perform the learning that has taken place throughout the year.</p> <p>At the end of the summer term, the children will demonstrate their singing and playing skills in the whole school 'Singing Showcase' performance.</p>
<u>Vocabulary</u>	See previous units
<u>Sticky Knowledge</u>	See previous units
<u>Prior learning and Vocabulary</u>	All Year 3 units
<u>Post Learning</u>	Year 4 units