

Knowledge Organiser

Year: 3

Subject: Music

Unit 2: Glockenspiel

Overview:

During this sequence of learning, pupils will learn how to sit and place the instrument correctly, and to play it correctly and with control.

What should I already know?

Vocabulary:

Year 2

Warming up

- To be able to repeat patterns of sound using the Djembe drum.

Instrument knowledge

- African music is often used to transmit messages and ideas; and to record and recount historical events.
- It is described as a goblet drum covered by the rope turned skin.
- There is no need to use any sticks since this traditional African drum is very different from modern drums.
- The djembe can be played either standing or sitting and with bare hands.

Playing

- To know that call and response means a series of two parts usually played or sung by different musicians.
- Learn the Bass Tone
- The bass tone is the lowest sound that the djembe makes. To make this sound, use the entire bottom side of your hand, including the fingers and palm. Keep your hand flat, and strike the drum a little off center.
- Learn the Open Tone
- The open tone is a sound created on the edge of the djembe drum. Place your fingers on the drum, lining up your knuckles with the outer edge of the surface (keeping your thumbs off the drum). Strike the drum, keeping your fingers together.
- To play an instrument in unison with a group.
- Understand the importance of keeping in time with others when playing.

Performing

- To be able to perform to an audience by knowing your song/part well; and looking at the audience when you play.
- How to be part of an audience - watch the performers, be respectful, clap when the performer has finished.
- To be able to discuss the performance and talk about what went well and things that were difficult.

Pulse

The regular heartbeat of music; it's steady beat.

Rhythm

Long and short sounds or patterns the 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 work together to make music very interesting to listen to.

Structure

Every piece of music has a structure e.g. an introduction, verse and chorus ending.

Pentatonic scale

A fixed five-note pattern e.g. the five black keys on a piano.

Imagination

An image or idea that forms a picture in your head

Instruments

Glockenspiel



What will I know by the end of the unit?

Warming up

- Using a glockenspiel can copy a rhythm back and create own simple rhythms.

Instrument knowledge

- The *Glockenspiel* is a percussion instrument made up of a set of tuned keys arranged in the style of the keyboard of a piano.
- The *Glockenspiel* it is similar to the xylophone. The xylophone's bars are made of wood, but the *glockenspiel*'s are metal plates or tubes.
- Know how to place the *Glockenspiel* correctly (on a level surface) when seated.
- To know that larger keys on the left side of the *glockenspiel* produce deeper, lower-pitched sounds and smaller keys on the right produce higher, lighter sounds.
 - Know the correct playing position - relaxed arms and sitting upright.
 - Know how to strike the instrument correctly - using a beater strike in the middle of the bar without force.

Playing

- To play using the notes D, E, F and C, D + E.
- To know how to play an instrument as part of a group.
- To know that when playing music, it is important to be able to keep a rhythm with a steady beat.
- To play one or all four parts of a song on a *Glockenspiel* by memory or using notation.
- To rehearse and perform a part in the context of the song.

Warming up

- Know how to place the *Glockenspiel* correctly (on a level surface) when seated.
- Know the correct playing position - relaxed arms and sitting upright.
- Know how to strike the instrument correctly - Using a beater strike in the middle of the bar without force.

Composing

- To be able to compose with the notes D + E.
- To plan, create and discuss a section of music.
- To record the composition and decide on the pulse, rhythm, pitch, dynamic and tempo of the piece.

Performing

- To talk about the best place to stand when performing and how to sit or stand.
- To choose what to perform and create a programme.
- To record the performance and say how it made you feel.
- To discuss what was good in a performance and what could be changed to improve it.