

Knowledge Organiser

Year: 3

Subject: Music

Unit 5 : Bringing us Together

Overview:

During this sequence of learning, pupils will learn and perform a disco style song about friendship, peace, hope and unity. They will listen to and appraise other songs in the disco style, as well as, continue to developing their composition and improvisation skills.

What should I already know?

- **Songs and Styles**
- To know that Pop music is music that is popular at the time.
- It is a general term used to describe lots of different styles e.g. Rock, Pop, Reggae and Hip Hop.
- To know that Pop music has a hook and/or a riff.
- **Appraising**
- To discuss what instruments you can hear e.g keyboard, drums, bass, a female singer.
- **Games**
- To be able to listen, find and copy back the rhythm, pulse and pitch of a piece of music.
- To play and copy back the note G and A on the Glockenspiel.
- **Singing**
- To be able to sing in two parts.
- To have an awareness of being in tune.
- **Playing**
- To play instrumental parts with the song by ear and/or from notation.
- To be able to play using the notes G, A + B.
- **Improvisation**
- To be able to improvise using up to 3 notes- G, A and B
- **Composing**
- To be able to compose a simple melody using simple rhythms choosing from the notes - G, A + B or D, E, G, A and B.
- **Performing**
- To understand that you need to know everything and have planned everything you perform.
- To decide how your class will introduce the performance.
- To tell the audience how you learnt this song and why.
- To record the performance and review it.

What will I know by the end of the unit?

Songs and Styles

- To discover Disco music through the following songs/music: -
 - Good Times by Nile Rodgers
 - Ain't Nobody by Chaka Khan
 - We Are Family by Sister Sledge
 - Ain't No Stopping Us Now by McFadden and Whitehead
 - Car Wash by Rose Royce

Vocabulary:

Pulse	The regular heartbeat of music; it's 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 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.
Improvise	To make up a tune and play it on the spot.
Compose	Create and develop musical ideas and 'fixing' them.
Disco	Dance music from the 1970s.
Pentatonic scale	A fixed five-note pattern e.g. the five black keys on a piano.
Hook	A short catchy phrase or riff that you can't stop singing.
Riff	A short, repeated phrase, often played on a lead instrument.
Melody	Another name for a tune.

- To know that Disco is dance music from the 70's which has repetitive lyrics with a catchy rhythm and electronically produced sound.

Appraising

- To discuss what instruments you can hear e.g Keyboard, drums, bass, a female singer.
- To confidently identify and move to the pulse of a song.

Games

- To play and copy back the notes C and/or A on the Glockenspiel or recorder.

Singing

- To be able to sing in two parts.

Playing

- To play instrumental parts with the song by ear and/or from notation.
- To be able to play using up to 3 notes - C, A and G.

Improvisation

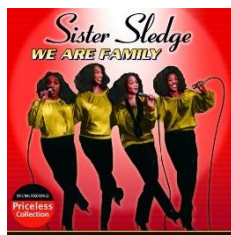
- To be able to improvise using the notes C and A.

Composing

- To be able to compose a simple melody using simple rhythms with three notes - C, A and G or C, D, E, G and A.
- To know different ways of recording compositions (letters, symbols, audio etc.)

Performing

- To understand that performing communicates feelings and emotions.
- To decide how your class will introduce the performance.
- To tell the audience how you learnt this song and why.
- To record the performance and review it.



Keyboard



Bass



Drums



Instruments