

## Knowledge Organiser

Year: 3 Subject: Music Unit 6: Classical Music 3

## Overview:

During this sequence of learning, pupils will consolidate the learning that has occurred during the year. 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.

History of Music and the beginnings of the Language of Music.		
What should I already know?	Vocabulary:	
From Year 2 - Classical Music 2  Songs and Styles  To know that Classical music is music that has been composed by	Pulse	The regular heartbeat of music; it's steady beat.
musicians who have been trained to write music in written notation.  Appraising  To know some songs, have a chorus or a response/answer part.  To know that songs have a musical style.	Rhythm	Long and short sounds or patterns the happen over the pulse.
<ul> <li>To know how songs can tell a story or describe an idea.</li> <li>Composing</li> <li>To help create melodies using voice and instruments with the notes C, D</li> </ul>	Pitch	High and low sounds.
+ E.  • Know that the notes of the composition can be written down and changed.	Tempo	The speed of the music; fast or slow or in-between.
<ul> <li>Playing</li> <li>To be able to play their composition using the glockenspiel.</li> <li>To practise and improve their playing.</li> <li>To be able to play their part in time.</li> </ul>	Dynamics	How loud or quiet the music is.
To listen and to follow musical instruction form a leader when playing in group.	Texture	Layers of sound. Layers work together to make music very interesting
What will I know by the end of the unit?  Songs and Styles		to listen to.
<ul> <li>To be introduced to Classical music through the following songs/music:</li> <li>A Song Before Sunrise by Frederick Delius</li> <li>The Firebird by Ivor Stravinsky</li> <li>The Bird by Sergei Prokofiev</li> <li>Grand March from Aida by Giuseppe Verdi</li> <li>Bolero by Maurice Ravel</li> </ul>	Structure	Every piece of music has a structure e.g. an introduction, verse and chorus ending.
<ul> <li>The Lamb by John Tavener</li> <li>To know that Classical music is different from Pop music because it is not made to be popular for just a short time.</li> <li>There are different periods of classical music.</li> </ul>		
<ul> <li>When a composer writes a piece of classical music they:</li> <li>the exact notes</li> <li>the exact voices, notes/number of them</li> </ul>		
<ul> <li>Appraising</li> <li>To know that there is a story behind classical music pieces.</li> <li>To be able to express an opinion about a piece of classical music in terms of likes and dislikes and how the music makes us feel.</li> <li>Warming Up</li> </ul>		
<ul> <li>To be able to listen to a rhythm and pitch and copy back</li> <li>Composing</li> </ul>		

- To be able to write an eight-bar composition for a group to play with block or formal notation (using C, D + E)
- Know that the notes of the composition can be written down and changed

## Performance

- To know that practice is important in preparation for a performance.
- To be able to perform own composition with confidence to an audience.



