



St Leo's and Southmead  
Catholic Nursery and Primary  
School

Year 3

# Music Knowledge Organiser

Summer  
Term 1

Bringing Us  
Together

## Key Concepts

**1 – Listen and Appraise:** Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Instruments/voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story?

**2 – Musical Activities** using glocks and/or recorders  
Warm-up games play and copy back using up to 3 notes – C + A. Bronze: no notes | Silver: C + A | Gold: C + A Challenge. Which challenge did you get to? Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. Which part did you play? Improvise using up to 2 notes – C + A. Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. ( Pentatonic scale)

**3 – Perform & Share** Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions

## Key Vocabulary

- *Pulse* - the regular heartbeat of the music, the steady beat
- *Rhythm* - long and short sounds or patterns that happen over the pulse, the steady beat
- *Pitch* - high and low sounds
- *Tempo* - the speed of the music, fast or slow or in-between
- *Dynamics* - how loud or quiet music is
- *Timbre* - all instruments including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
- *Texture* - layers of sound. Layers of sound working together make music very interesting to listen to.
- *Structure* - every piece of music has a structure eg introduction, verse, chorus ending, bridge, instrumental solo.
- *Pentatonic Scale* – a scale of 5 notes

**Facts/Info:** Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970's in New York.

Pupils should be taught to:

- ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ☑ listen with attention to detail and recall sounds with increasing aural memory
- ☑ use and understand staff and other musical notations
- ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ☑ develop an understanding of the history of music



## Listen to 5 other disco songs

- 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 White-

*Nurture, Inspire, Succeed'*