



St Leo's and Southmead
Catholic Nursery and Primary
School

Year 3

Music Knowledge Organiser

Spring
Term 2

The Dragon Song

Key Concepts

1 – Listen and Appraise: The Dragon Song Themes: Kindness, respect, friendship, acceptance and happiness. 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 – G + A. Bronze: no notes | Silver: G, sometimes A | Gold: G + 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 – G, A + B. Which part did you play? Improvise using up to 3 notes – G, A + B. Bronze: G | Silver: G + A | Gold: G, A + B challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (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.

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

Skills

- Learn to treat each instrument with respect and use the correct techniques to play them
- experience playing together in a group. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor
- Start to understand the basics and foundations of notations
- Continue to learn that improvisation is when you make up your own tune or rhythm. Improvise with 1, 2 and 3 notes
- Continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any

