

GGA- Music Knowledge Organiser for Year Three Autumn Term- Environment

Note Values

Quaver	½ beat	
Crotchet	1 beat	
Minim	2 beats	
Semibreve	4 beats	

Musical Structure

Ternary	A B A
Rondo	ABACA

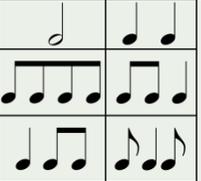
Why are we learning this?

To understand how our environment can inspire us to create.

Why is this important?

It can be hard to find inspiration sometimes – looking around you is a great place to start.

Skills that I am going to learn.

Composing	Singing	Rhythms
Choosing sounds for a “soundscape”	Using my diaphragm and correct posture	Tea, Coffee, Coca-cola, Lemonade, Creamsoda, Orange juice
		

Playing

Playing a simple ostinato on tuned percussion


Composing

Use different techniques to create a longer-form piece
A B A
A B A C A

Vocabulary

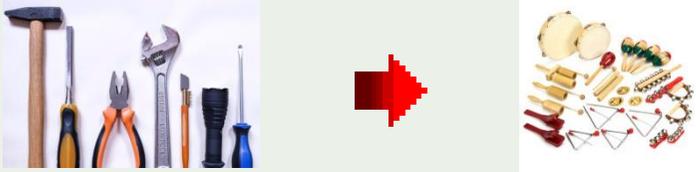
Diaphragm	A muscle that helps control breathing
Posture	The way you stand or sit
Projection	Sending your voice throughout a room (without shouting!)
Rhythm	A pattern of long and short sounds
Pulse/Beat	The steady beat of music
Drone	A continuous note used as an accompaniment
Soundscape	Using sounds to paint a picture

GGA - Music Knowledge Organiser for Year Three Autumn- Building

Skills that I am going to learn.

Listening

Identify real world sounds and recreate them with instruments



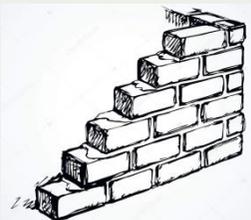
Singing

Use my voice to create a soundscape



Composing

Use my voice and instruments to create a cumulative structure with lots of different "parts"



Vocabulary

Structure	How a piece of music (or anything) is organised
Cumulative	Building up one thing at a time
Ostinato	A repeated musical pattern
Part	A musical line played by one person or group while other(s) play a different 'part'

Why are we learning this?

Most music is made up of many different musical parts – singer, guitar, drums, etc. This is one of the things that makes music interesting to listen to.

Building up from one part to many is the easiest way to learn it.

Why is this important?

Holding a musical "part" while other people are playing or singing different part can be very tricky. Once you can do it, you can make much more interesting music!

GGA - Music Knowledge Organiser for Year Three Autumn- Christmas

History

Christmas carols	O Come, All Ye Faithful (1750)
	Silent Night (1818)
	Jingle Bells (1857)
	We Wish You A Merry Christmas (pre-1900)
	Ding Dong Merrily (1550 & 1924)
Christmas popular songs	Rudolph the Red-Nosed Reindeer (1939)
	Sleigh Ride (1948)
	Rockin' Around The Christmas Tree (1958)

Why are we learning this?

To understand where musical traditions come from and develop

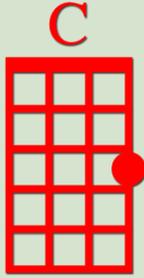
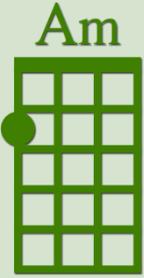
To prepare for the Christmas performance

Why is this important?

To keep traditions alive.

To improve confidence, coordination and team work.

Skills that I am going to learn.

Ukulele Chords and Chord Charts		Ukulele Strings	Singing
		Goats	Traditional and modern seasonal songs
		Can	
		Eat	
		Anything	

New Vocabulary

Ukulele	A small four-stringed instrument from Hawaii
Strings	The bit of the ukulele that makes the sound
Tuning pegs	Mechanisms for changing the pitch of the strings (don't touch them!)
Finger picking	Using the fingers/thumb on your strong hand to sound individual strings
Strumming	Using your thumb or fingers to sound all strings at once
Chord	Two or more pitches sounding at once
Major	Happy or bright
Minor	Sad or dark