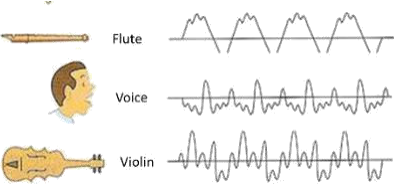




West Meadows Primary School Foundation Knowledge Organiser

Area: Listening and Appreciating	Year: 3	Subject: Music																				
What should I already know? musical instrument belong in orchestral 'families' based on how they are played and the sound they create (string, percussion, woodwind, brass) music is a way of communicating ideas and that music can make you feel different moods/emotions	How will I use this learning in the future? In Year 4 I will be appreciating and understanding a wide range of high-quality live and recorded music, commenting on dynamics, pitch, tempo, timbre and texture . I will be able to compare music and express growing tastes in music.	What vocabulary should I learn? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>appraise</td><td>evaluate and review</td></tr> <tr><td>baroque</td><td>elaborate and dramatic</td></tr> <tr><td>classical</td><td>melodic and tuneful</td></tr> <tr><td>concerto</td><td>solo instrument or instruments accompanied by an orchestra</td></tr> <tr><td>contemporary</td><td>rhythmically, harmonically and texturally current</td></tr> <tr><td>modern</td><td>unconventional, freedom</td></tr> <tr><td>renaissance</td><td>choral/harmonic pieces</td></tr> <tr><td>romantic</td><td>emotive, energetic & passionate</td></tr> <tr><td>sonata</td><td>an instrumental soloist, often with a piano accompaniment</td></tr> <tr><td>timbre</td><td>the tone or unique quality of a sound e.g. rough, smooth</td></tr> </table>	appraise	evaluate and review	baroque	elaborate and dramatic	classical	melodic and tuneful	concerto	solo instrument or instruments accompanied by an orchestra	contemporary	rhythmically, harmonically and texturally current	modern	unconventional, freedom	renaissance	choral/harmonic pieces	romantic	emotive, energetic & passionate	sonata	an instrumental soloist, often with a piano accompaniment	timbre	the tone or unique quality of a sound e.g. rough, smooth
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What should I be able to do by the end?

<p>I appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre.</p> <p>I can describe the differences in sound based on the instrument (timbre).</p> 	<p>I understand that there are many different styles of music and that music has changed over time.</p> <p>I can listen to and appraise a range of different styles of music.</p> <p>I am aware of some of the instruments used within the styles.</p> <p>I can put the periods of western musical history onto a timeline.</p>	<p>I can comment on likes and dislikes with reasons.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Music Title</th> <th>Composer</th> <th>Genre</th> <th>Tempo (Fast/Slow)</th> <th>Pitch (High/Low)</th> <th>Dynamics (Loud/Soft)</th> <th>How does this music make me feel?</th> </tr> </thead> <tbody> <tr> <td>Three Little Birds</td> <td>Bob Marley</td> <td>Reggae</td> <td></td> <td></td> <td></td> <td>😊😊😊</td> </tr> <tr> <td>What a Wonderful World</td> <td>Louis Armstrong</td> <td>Jazz</td> <td></td> <td></td> <td></td> <td>😞😞</td> </tr> </tbody> </table> <p>I can use musical vocabulary, e.g. I prefer _____ piece <u>because</u> it has a faster tempo and I find this makes me feel happier than _____.</p>	Music Title	Composer	Genre	Tempo (Fast/Slow)	Pitch (High/Low)	Dynamics (Loud/Soft)	How does this music make me feel?	Three Little Birds	Bob Marley	Reggae				😊😊😊	What a Wonderful World	Louis Armstrong	Jazz				😞😞
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What vocabulary do I already know?	
brass	makes sounds using the player's lips
percussion	make sounds when they are hit, rubbed, scratched or shaken
string	make sounds when being strummed or plucked
woodwind	make sounds when being blown into

What should I know by the end?

History of Music Periods Timeline

Renaissance 1400 - 1600	Baroque 1600 - 1750	Classical 1750 - 1820	Romantic 1820 - 1900	Modern 1890 - 1960	Contemporary 1960 - Present
Instruments: lute, viol, sackbut, tabor Composers: Allegri, Prez, Tallis, Monteverdi Other: music was sacred (religious) or secular (non-religious)	Instruments: cello, mandolin, double bass, harpsichord Composers: Vivaldi, Bach, Handel Other: concertos and sonatas were introduced	Instruments: piano, oboe, bassoon, clarinet Composers: Beethoven, Mozart Other: more woodwind instruments in the orchestra	Instruments: trumpet, harp, drums, piccolo Composers: Schumann, Tchaikovsky, Chopin Other: pieces had lots of twists and turns and were unpredictable	Instruments: piano, guitar, drum, trumpet Composers: Gershwin, Ellington, Bernstein Other: changes in dynamics and tempo, solos from instruments	Instruments: clarinet, saxophone, keyboard, electric guitar Composers: Zimmer, Auerbach, Yanni Other: more percussion used, synthetic sounds