


Autumn 2 Year 3 Music Knowledge Organiser

Creating Compositions

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Atmosphere	How a piece of music creates a mood		<ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.
Influence	Using one piece of music as inspiration for another		
Layers	Different instruments and vocals at the same time		
Timbre	The character of music		
melody	A series of notes which is perceived as a single song		
Story	The message a song gives		
		Writing/Provision/ Enrichment opportunities	
		Children will be listening to various Christmas songs this term - to discuss the different instruments that are layered to create the song	
		To discuss the atmosphere of different Christmas songs e.g. Silent Night and Feliz Navidad	

Presentation	Assessment		
	Telling a story from a piece of music through movement and using musical vocabulary to describe music.	Being able to verbalise how the music makes them feel and creating actions or movements appropriate to each section. Expressing their opinion about music. Recognising and describing changes in music.	Using the dynamics, layers or timbre of the music to influence their acting or movement. Expressing their opinion about music.
	Creating a soundscape using percussion instruments.	Playing in time and being aware of other pupils' parts. Creating layers within my composition. Playing a melodic pattern from simple notation with letter name.	Leading their group and considering including dynamics. Playing a repeated rhythm.
	Creating a range of sounds to accompany a story and adjusting the dynamics of the piece of music.	Playing their part appropriately and at the right time, taking note of others in the group.	Using rhythmic ideas within their part without being prompted. Using key musical vocabulary to label my composition.
	Composing and performing a rhythm to accompany a story.	Playing their rhythm in time, giving some thought to dynamics and the others in their group. Creating rhythms to tell a story.	Playing their rhythm in time confidently with correct dynamics, leading the group to ensure everyone plays in time. Using key musical vocabulary to explain my composition.
	Performing a group composition.	Playing melodies and rhythms which represent the section of animation they are accompanying. Using key musical vocabulary to label my composition. Playing in time with my group.	Playing their rhythms and melodies with appropriate dynamics and leading the group to ensure that everyone plays in time. create layers within my composition.