



Year 3/4
Autumn 2

Music Knowledge Organiser

Music—Environment

In this unit, the children will:

- learn to recognise the distinctive sounds of different tuned and untuned instruments by beginning to understand what 'timbre' means and what it is referring to, recognising some instruments of the orchestra and which section of the orchestra they belong to.
- learn to select descriptive sounds to accompany a poem by exploring the text of a poem, selecting descriptive timbres to match a picture.
- learn to explore how different timbre can be descriptive by reading a poem describing the four seasons, identifying key descriptive vocabulary and sorting instruments by timbre to match each verse, listening to an excerpt of music, discussing the use of instruments with reference to timbre.
- learn to develop the lyrics of a song and choose timbre to make an accompaniment by understanding ternary structure, composing lyrics about their local environment, exploring sounds which describe their local environment, creating a sound picture using voices, body percussion and instruments in small groups.

Key vocabulary: timbre, instruments, sound, texture, tuned and untuned, sections, orchestra, solo, sound picture, descriptive, corresponding, compose, perform, ternary, rondo.