

NPA Knowledge Organiser: Year 3 Music - Compositions

Word Aware & Oracy



Melody – A sequence of musical notes.

Rhythm – Pattern of beats in music.

Composition – Creating music.

Notation – System for writing music.

Percussion – Instruments producing sound when struck.

Dynamics – Levels of volume in music.

Ensemble – Group of performers.

Tempo – Speed of music.

Pitch – How high or low a note is.

Timbre – The quality or colour of a sound

Texture – The layers of sound within music

Digital & Online Further Study



1. BBC Bitesize - KS2 Music

<https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>

2. Classics for Kids

<https://www.classicsforkids.com/>

3. DSO Kids

<https://www.mydso.com/dso-kids/>

4. San Francisco Symphony Kids

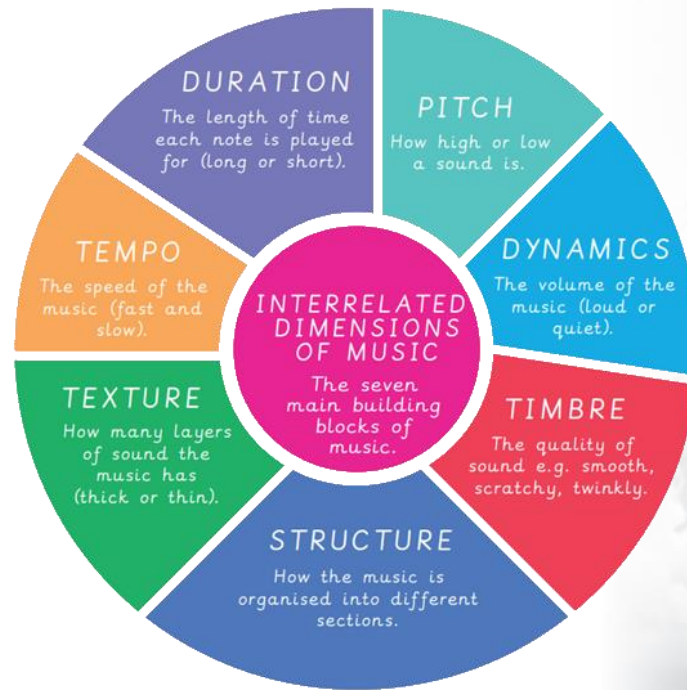
<https://www.sfskids.org/>

5. New York Philharmonic Kidzone

<https://www.nyphilkids.org/>

6. Making Music Fun

<https://makingmusicfun.net/>



Certainly, here's a "By the end of this unit, you will" list tailored to the unit on creating compositions in response to an animation themed around mountains:

1. Understand the role of music in enhancing storytelling within animations.
2. Be able to compose a short melody that aligns with a specific section of an animation.
3. Have a foundational understanding of musical elements like melody, rhythm, and dynamics.
4. Be able to work collaboratively in an ensemble to perform a composition.
5. Gain experience in using tuned percussion instruments like glockenspiels.
6. Develop the ability to notate your musical ideas, using symbols, letters, or words.
7. Understand key musical vocabulary relevant to the unit, such as pitch, harmony, and timbre.
8. Be able to evaluate your own work and that of others, using musical vocabulary.
9. Gain an appreciation for how music can transcend cultural and linguistic barriers.
10. Have the opportunity to apply your learning in cross-curricular contexts, such as English and Drama.



“Music is the one thing that has been consistently there for me. It hasn’t let me down.” – Hans Zimmer, Composer

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Assessment Criteria:

How you will be checked for your understanding of creating compositions in response to an animation:

- 1 – You show a clear understanding of how music can enhance storytelling in animations.
- 2 – You accurately perform compositions that align with the themes or emotions in the animation.
- 3 – You compose a simple piece of music using learnt techniques to accompany a section of an animation.

QUIZ TIME



What is the main element that differentiates compositions for animations from other compositions?

- A – Tempo
- B – Storytelling
- C – Instruments

Who is a famous composer known for scoring animations?

- A – Beethoven
- B – John Williams
- C – Mozart

What is a 'melody' in a composition for an animation?

- A – The speed of the music
- B – A sequence of musical notes that evoke emotion or action
- C – The main message of the composition

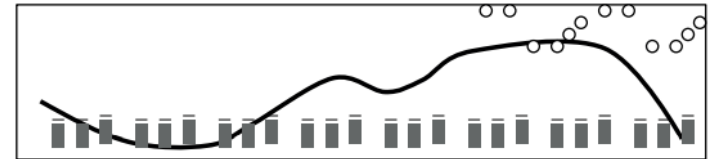


Home Learning Links

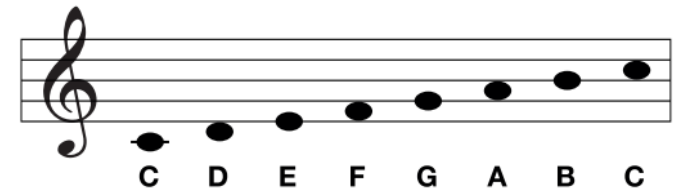
Listen to a famous composition that accompanies an animation and summarise how the music enhances the story or emotion.
Ask an adult to help you choose one.

Challenge: STEM task – investigate how different materials affect the acoustics of your musical composition.

Graphic score



Stave and letter notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of writing music (composing), such as Mussorgsky, Vivaldi, Beethoven and Holst. The term 'classical music' can also refer to music composed in the classical period of 1750 to 1825.



“I always feel that the music is the thing that’s leading you, the music is not an accompaniment to the visual image.” – John Williams, Composer