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| Subject Theme Overview | Year 3 | Charlton Kings Junior School |
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| Subject | Music | Theme | Timbre | Term | 3 |
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| What should I know already?   | What should I be able to do by the end of the unit?   |
|---|---|
| <ul style="list-style-type: none"> <li>Some basic musical vocabulary to describe what is heard, e.g. pitch, tempo</li> <li>That instruments have different sounds and effects.</li> </ul> | <ul style="list-style-type: none"> <li>Describe what 'Timbre' is and compare the timbre of different instruments</li> <li>Describe why a composer has made certain choices based on the timbre of an instrument, e.g. in Peter and the Wolf.</li> <li>Be able to reflect different timbres using body percussion and instruments.</li> <li>Be able to work together to create a short piece which reflects different timbres</li> </ul> |

| What should I know by the end of the unit?   |   |  | Key Musical Vocabulary   |
|--|---|--|--|
| Technical  | Constructive  | Expressive   |  |
| <ul style="list-style-type: none"> <li>How to create different body percussion sounds, reflecting a change of timbre.</li> <li>How to play percussion instruments with some control and accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>How to identify different timbres in pieces of music from history.</li> <li>How to choose and combine certain timbres in composition using body percussion and instruments.</li> </ul> | <ul style="list-style-type: none"> <li>Why a composer has made certain choices regarding timbre in their compositions and the effect this creates.</li> <li>How to compare different pieces of music based on their timbre.</li> </ul> | <p><b>Timbre</b> - The quality or colour of the sound produced</p> <p><b>Composer</b> – The person who has written the music.</p> <p><b>Body percussion</b> – Sounds created by our bodies to recreate percussion style sounds</p> <p><b>Rhythm</b> - a pattern of long and short notes</p> <p><b>Pulse</b> - The steady beat of the music</p> |

