



**ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN**

**TOPIC TITLE/SUBJECT: MUSIC – CHARANGA MUSICAL SCHOOL UNIT: Mamma Mia**

**YEAR GROUP: 4**

**TERM Autumn**

<p><b>Vocabulary:</b> Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvisation, hook, riff, melody, solo, pentatonic scale, unison.</p> <p><b>Other/Cross Curricular Links</b></p> <p><b>Maths – counting beats in a bar PE – pulse, dance = unison Adaptation for SEND:</b></p> <p>Differentiated sheet music with 'bronze' option on Charanga</p>	<p align="center"><b>Skills</b></p> <p><b>Perform:</b></p> <ul style="list-style-type: none"> <li>Play glockenspiel parts to written music (easy/medium/melody) for Mamma Mia. Sing in tune using correct posture, clear diction and breathing. Show awareness of parts . <u>Perform to an audience</u></li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</li> </ul> <p><b>Appraise:</b></p> <ul style="list-style-type: none"> <li>Identify the piece's structure/instruments: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</li> <li>Find the pulse whilst listening.</li> <li>Listen carefully to recorded music from a widening range of influences.</li> <li>Use more musical dimensions' vocabulary to describe music- duration, timbre, dynamics, pitch, tempo, texture, structure, rhythm, riff, ostinato and melody.</li> </ul> <p><b>Using Symbols and Notation:</b></p> <ul style="list-style-type: none"> <li>Recap from yr3 reading notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</li> </ul>	<p align="center"><b>What we already know</b></p> <p>Learning a song and singing in different parts (Singing Assembly) Performing a song</p> <p><b>Year 3 – Glockenspiels,</b> finding the pulse Recognise notes on a musical staff and some of the beats represented by different notes</p>
<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>Listen to a range of ABBA music (● Mamma Mia by Abba ● Dancing Queen by Abba ● The Winner Takes It All by Abba ● Waterloo by Abba ● Super Trouper by Abba ● Thank You For The Music by Abba) and talk about the mood and musical dimensions eg structure, melody, riff, texture, dynamics, etc Children express own opinions about likes/dislikes</li> <li>Experiment with riffs through improvisation games exploring pulse and rhythm building in complexity from year 3 where some children are the leader with others copying back clapping riffs Learn the song.</li> <li>Improvise verse on glockenspiel/recorder using three notes. Compose more complex pieces of music with three notes – beginning to use notation to show number of beats and note names</li> <li>Children contribute to the performance by singing different parts within the song, playing an instrumental part, improvising or by performing their composition.</li> <li>Record the performance and discuss afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</li> </ul>		<p align="center"><b>Concepts</b></p> <p>'Pop' as a musical genre Playing and reading music for the glockenspiel Number of beats in a song</p>