



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

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

YEAR GROUP: 4

TERM Summer 1

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvisation, hook, riff, melody, solo, pentatonic scale, unison. Other/Cross Curricular Links Maths – counting beats in a bar PE – pulse, dance = unison Adaptation for SEND: Differentiated sheet music with 'bronze' option on Charanga	Skills Perform: - Play glockenspiel parts to written music (easy/medium/melody) for Mumma Mia. Sing in tune using correct posture, clear diction and breathing. Show awareness of parts . <u>Perform to an audience</u> Compose: - a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) Appraise: - Identify the piece's structure/instruments: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. - Find the pulse whilst listening. - Listen carefully to recorded music from a widening range of influences. - Use more musical dimensions' vocabulary to describe music- duration, timbre, dynamics, pitch, tempo, texture, structure, rhythm, riff, ostinato and melody. Using Symbols and Notation: - Recap from yr3 reading notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).	What we already know Learning a song and singing in different parts (Singing Assembly) Performing a song Year 3 – Glockenspiels, finding the pulse Recognise notes on a musical stave and some of the beats represented by different notes
Application/ Outcomes - 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 - 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. - 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 - Children contribute to the performance by singing different parts within the song, playing an instrumental part, improvising or by performing their composition. - 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?		Concepts 'Pop' as a musical genre Playing and reading music for the glockenspiel Number of beats in a song