




ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

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

YEAR GROUP: 4

TERM Autumn

<p>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.</p> <p>Other/Cross Curricular Links</p> <p>Maths – counting beats in a bar PE – pulse, dance = unison Adaptation for SEND:</p> <p>Differentiated sheet music with 'bronze' option on Charanga</p>	<p>Skills</p> <p>Perform:</p> <ul style="list-style-type: none"> 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> <p>Compose:</p> <ul style="list-style-type: none"> a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) <p>Appraise:</p> <ul style="list-style-type: none"> 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. <p>Using Symbols and Notation:</p> <ul style="list-style-type: none"> Recap from yr3 reading notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). 	<p>What we already know</p> <p>Learning a song and singing in different parts (Singing Assembly)</p> <p>Performing a song</p> <p>Year 3 – Glockenspiels, finding the pulse Recognise notes on a musical stave and some of the beats represented by different notes</p>
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> 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? 	<p>Concepts</p> <p>'Pop' as a musical genre Playing and reading music for the glockenspiel Number of beats in a song</p>