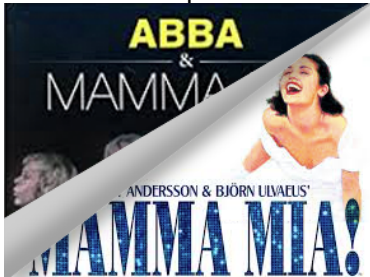





Caroline Haslett Primary School - Music

Unit 1 Music Style: Abba	Year 4	Mamma Mia
<p>Knowledge – What I will know at the end of the unit.</p> <p>Sing: To know that singing in a group can be called a choir</p> <p>Play: To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Improvise: To know that improvisation is making up your own tunes on the spot.</p> <p>Compose: To know that a composition is music that is created by a person and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Perform: To know that performing is sharing music with other people, an audience. An audience could be one person.</p> 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Bass – low tones • Compose – create a musical piece. • Drums  • Dynamics – how loud or quiet something is. • Electric Guitar  • Hook – the main musical idea from a song that we remember i.e. a short catchy phrase. • Improvise – to make up a tune and play it on the spot. • Keyboard  • Melody – another name for tune. • Pentatonic scale – a fixed five-note pattern e.g: the five black keys on a piano. • Pitch – the range of high and low sounds within music. • Pulse – the heartbeat or steady beat of a song/piece of music. • Rhythm – the combination of long and short sounds to make patterns. • Riff – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. • Solo – an Italian word to describe playing, singing or performing of one person or on our own. • Structure – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tempo – describes how fast or slowly the music is played. • Texture – describes the layers of sound in music. • Unison – everyone plays or sings the same music at the same time 	
<p>Activities</p> <ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 2 notes – G A. ○ Bronze: no notes Silver: G, sometimes A ○ Gold: G + A challenge. • Singing <ul style="list-style-type: none"> ○ In unison • Playing instruments <ul style="list-style-type: none"> ○ Playing parts within the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – G, A + B. Bronze: G Silver: G, sometimes A Gold: G, A + B challenge. • Compose <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). • Perform <ul style="list-style-type: none"> ○ Decide how your class will introduce the performance. 		

Skills

- **Sing:** To sing in unison and in simple two-parts. To demonstrate a good singing posture.
- **Play:** To treat instruments carefully and with respect.
- **Improvise:** Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Help create at least one simple melody using one, three or all five different notes
- **Perform:** To choose what to perform and create a programme.

Through the year, knowledge and skills are built on and practised to consolidate and improve.