

Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

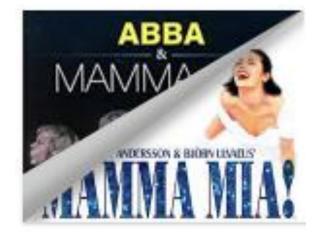




Subject: Music Year group: 4 Term: Summer 1 Unit name: Mamma Mia (Charanga) Subject Driver: Diversity

| e/Skills | | |
|---|--|--|
| Identify the piece's structure: Intro, verse, bridge, chorus, introduction, | | |
| verse, bridge, chorus. | | |
| Identify the instruments/voices: Keyboard sounds imitating strings, a | | |
| glockenspiel playing as a keyboard, electric guitar, bass, drums. | | |
| Find the pulse whilst listening. | | |
| Copy back, play, invent rhythmic and melodic patterns. | | |
| Singing in unison. | | |
| Play instrumental parts accurately and in time, as part of the performance. | | |
| Improvise in the lessons and as part of the performance. | | |
| Compose a simple melody using simple rhythms and use it as part of the | | |
| performance. | | |
| Children can contribute to the performance by singing, playing an | | |
| instrumental part, improvising or by performing their composition. Record | | |
| the performance and discuss their thoughts and feelings towards it | | |
| afterwards. Did they enjoy it? What went well? What could have been | | |
| better? | | |
| | | |

| About this unit: | |
|------------------|---|
| Themes | ABBA's music |
| Facts/info | Рор |
| Listen | ABBA's music: 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 |
| Vocabulary | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. |





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Big Ideas:

Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Singing in unison.

Play instrumental parts accurately and in time, as part of the performance.

Improvise in the lessons and as part of the performance.

Compose a simple melody using simple rhythms and use it as part of the

performance.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.

Spiritual Development

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16

Prior Learning:

Find the pulse while listening.

Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Explain how the words of the song tell a story?

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Singing in 2 parts.

Play instrumental parts accurately and in time, as part of the performance.

Improvise in the lessons and as part of the performance.

Compose a simple melody using simple rhythms and use as part of the performance.

Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it.