



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 4

Term : Autumn (Charanga – Mamma Mia)



Vocabulary

Define the word and include etymology if useful.

Improvise (Latin: *improviso* meaning unforeseen)
Compose (Latin: *componere* meaning to put together, cf to English component) – to create a piece of music
Pulse (Latin: *pulsus* meaning beat) a steady beat, like a ticking clock
Melody (Greek: *melos* meaning song) - the tune
Rhythm – a pattern of long and short sounds
Pitch - how high or low the notes are
Tempo (Latin: *tempus* meaning time) – how fast or slow the music is
Dynamics (Greek: *dunamis* meaning power) – how loudly or quietly the music is being played
Texture – layers of sound
Structure – how the music is made up – verse, chorus etc
Hook – a catchy phrase, the main idea
Riff – short, repeated phrase
Solo (Latin: *solus* meaning alone)– playing, singing, performing on your own
Structure – how the music is made up – verse, chorus etc



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Mamma Mia is considered a timeless pop song from the 70s.

ABBA was a Swedish pop group formed in 1972. The initials of their first names were used to make the name of the pop group, ABBA. They became one of the most commercially successful acts in the history of popular music, topping the charts worldwide from 1972 to 1982.

The style indicators of ABBA's music are:

- There are two female singers singing the tune in unison which creates a certain vocal sound that we know to be ABBA.
- Male backing vocals.
- The use of the guitar, keyboard and piano riffs throughout the song.
- The way the riffs build within the song to create a thicker texture.
- Strong dance beat - Disco era of the 70s.
- This song tells a story



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand and explore how music is created

Understand the difference between pulse and rhythm

How the interrelated dimensions of music (pitch/pulse/rhythm/dynamics) affect the music

How does the music make you feel?

What do the words of the song mean?

How does changing the way we play/sing affect the piece of music?

Where Abba and 70's pop music fits into the musical canon.

What makes Abba's sound so distinctive



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

To confidently identify and move to the pulse

Copy and clap back more complex rhythms

Sing in unison and in two simple parts

Play a tuned instrument

Improvise around a tune

Compose a melody using the notes G/A/B

Use musical vocabulary to describe the song

Explain the style indicators of Abba's music

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Bass – a guitar, usually with 4 strings tuned to E/A/D/G</p> <p>Drums – percussion instruments which are hit to create a note</p> <p>Guitar – 6 stringed instrument, can be electric or acoustic</p> <p>Keyboard – an electric instrument like a piano</p> <p>Unison (Latin: <i>uni</i> meaning one and <i>sonos</i> meaning sound)– Everyone plays or sings the same music at the same time</p> <p>Pentatonic scale - (Greek: <i>penta</i> meaning 5 and <i>tonic</i> meaning tension) - A fixed five-note pattern e:g: the five black keys on a piano</p>	<p>Mamma Mia is from ABBA's third album, ABBA, released in 1975. In 1999 the song was used as the title of a West End musical based on the songs of ABBA, and in 2008 the musical was turned into a film that eventually became the highest grossing musical of all-time.</p> <p>Other songs included in the Unit include:</p> <p><i>Dancing Queen</i> by Abba <i>The Winner Takes It All</i> by Abba <i>Waterloo</i> by Abba <i>Super Trouper</i> by Abba <i>Thank You For The Music</i> by Abba</p>								



Orton Wistow Primary School – Curriculum Plan



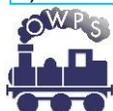
Subject : Music

Year : 4

Term : Spring (Charanga – Stop1)



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Improvise (Latin: <i>improvisio</i> meaning unforeseen)</p> <p>Compose (Latin: <i>componere</i> meaning to put together, cf to English component) – to create a piece of music</p> <p>Pulse (Latin: <i>pulsus</i> meaning beat) a steady beat, like a ticking clock</p> <p>Melody (Greek: <i>melos</i> meaning song) – the tune</p> <p>Rhythm – a pattern of long and short sounds</p> <p>Pitch - how high or low the notes are</p> <p>Tempo (Latin: <i>tempus</i> meaning time) – how fast or slow the music is</p> <p>Dynamics (Greek: <i>dunamis</i> meaning power) – how loudly or quietly the music is being played</p> <p>Texture – layers of sound</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Hook – a catchy phrase, the main idea</p> <p>Riff – short, repeated phrase</p> <p>Solo (Latin: <i>solus</i> meaning alone)– playing, singing, performing on your own</p> <p>Drums – percussion instruments which are hit to create a note</p> <p>Unison (Latin: <i>uni</i> meaning one and <i>sonos</i> meaning sound)– Everyone plays or sings the same music at the same time</p> <p>Lyrics (Greek: <i>lura</i> French: <i>lyrique</i> Latin: <i>lyricus</i> meaning poetry expressing</p>	<p>Stop! is a song/rap written in a Grime style by Joanna Mangona for you to compose your own lyrics in the classroom</p> <p>Grime is a style of urban British music that is a mix of hip hop, jungle, garage and ragga - developed in the early 2000's from UK electronic music styles.</p> <p>Rapping is one of the main elements of this style with heavy basslines, turntables, digital and electronic sounds used.</p> <p>The lyrics are written from a place of truth about the world, feelings and experiences.</p> <p>Other musical styles in this unit include Hip hop Classical Pop with Soul, funk and disco influence Tango Bossa Nova</p>			<p>Understand and explore how music is created</p> <p>Understand the difference between pulse and rhythm</p> <p>Understand why warming up your voice is important</p> <p>How the interrelated dimensions of music (pitch/pulse/rhythm/dynamics) affect the music</p> <p>How does the music make you feel?</p> <p>What do the words of the song mean?</p> <p>How does changing the way we play/sing affect the piece of music?</p> <p>Where Grime music fits into the musical canon.</p> <p>How adding choreography changes the performance of a piece of music</p>			<p>To talk about the musical dimensions working together in the piece (eg if the song gets louder in the chorus-dynamics)</p> <p>Copy and clap back more complex rhythms</p> <p>Sing with awareness of being in tune</p> <p>To rehearse and perform their part in the context of the unit song</p> <p>Talk about how the song was created</p> <p>Use musical vocabulary to describe the song</p>		



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p><i>thoughts and feelings</i>)- the words of a song</p> <p>Rapping – a vocal technique in which the performer speaks rhythmically against a steady beat</p> <p>Choreography (<i>Greek: khoreia meaning dancing in unison, and English: graphy meaning writing</i>) - the sequence of steps and movements in dance</p> <p>Turntable - (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.</p> <p>Synthesisers - an electric instrument that looks like a keyboard and has pre-recorded and created sounds.</p>									



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 4

Term : Summer (Charanga – Blackbird)



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Improvise (Latin: <i>improvisio</i> meaning unforeseen)</p> <p>Compose (Latin: <i>componere</i> meaning to put together, cf to English component) – to create a piece of music</p> <p>Pulse (Latin: <i>pulsus</i> meaning beat) a steady beat, like a ticking clock</p> <p>Melody (Greek: <i>melos</i> meaning song) - the tune</p> <p>Rhythm – a pattern of long and short sounds</p> <p>Pitch - how high or low the notes are</p> <p>Tempo (Latin: <i>tempus</i> meaning time) – how fast or slow the music is</p> <p>Dynamics (Greek: <i>dunamis</i> meaning power) – how loudly or quietly the music is being played</p> <p>Texture – layers of sound</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Hook – a catchy phrase, the main idea</p> <p>Riff – short, repeated phrase</p> <p>Solo (Latin: <i>solus</i> meaning alone)– playing, singing, performing on your own</p> <p>Acoustic guitar (Greek: <i>akouein</i> meaning to hear)– a guitar that does not need electric amplification</p> <p>Percussion (Latin: <i>percutere</i> meaning to strike forcibly) - a family of instruments that is struck, hit or scraped to produce a sound</p>	<p>The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever.</p> <p>The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.</p> <p>In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged 'White supremacy'. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying.</p> <p>After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement</p> <p>Other songs in this unit are also by the Beatles and include: <i>Yellow Submarine</i> <i>Hey Jude</i> <i>Can't Buy Me</i> <i>Yesterday</i> <i>Let it Be</i></p> <p>The phrase 'Pop music' is shortened from 'Popular music' - music that is popular, music that lots of people like to listen to. Pop music constantly</p>	<p>Understand and explore how music is created</p> <p>Understand the difference between pulse and rhythm</p> <p>Understand why warming up your voice is important</p> <p>How the interrelated dimensions of music (pitch/pulse/rhythm/dynamics) affect the music</p> <p>How does the music make you feel?</p> <p>What do the words of the song mean?</p> <p>How does changing the way we play/sing affect the piece of music?</p> <p>Where pop music/Beat Music fits into the musical canon.</p> <p>The historical context of the songs. What else was going on at this time, both musically and historically?</p> <p>How the Beatles were influenced by world events</p> <p>What gave the Beatles their distinctive sound</p>	<p>To talk about the musical dimensions working together in the piece (eg if the song gets louder in the chorus-dynamics)</p> <p>Copy and clap back more complex rhythms</p> <p>Sing with awareness of being in tune</p> <p>Rejoin a song if lost</p> <p>Treat instruments carefully and with respect</p> <p>To rehearse and perform their part in the context of the unit song</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>Use musical vocabulary to describe the song</p>						



									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Pentatonic scale - (Greek: <i>penta</i> meaning 5 and <i>tonic</i> meaning tension) - A fixed five-note pattern e:g: the five black keys on a piano</p> <p>Equality - ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of their specific protected characteristic, including areas of race, gender, disability, religion or belief, sexual orientation and age</p> <p>Civil rights - the rights of people to political and social freedom and equality</p> <p>Racism - unfair treatment of people based on the opinion that one race is better than another race or races.</p>		<p>changes as we change and the world changes.</p> <p>The Beatles helped to create a distinctly British sound called Beat Music.</p> <p>Some style indicators of The Beatles' music:</p> <ul style="list-style-type: none"> • British (rather than American) accents • standard song forms with a verse and a chorus - like the Pop songs we hear today • distinctive chord sequences and vocal harmonies • rhythmic guitar work • simple melodies • clever lyrics 							