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| **Unit** | 1 | 2 | 3 |
| Title | Mamma Mia | Glockenspiel Stage 2 | Stop! |
| Style of Main Song | Pop | Mixed Styles | Grime |
| Unit Theme | ABBA’s Music | Exploring and developing playing skills | Writing lyrics linked to a theme |
| **Instrumental Parts** |
| Key | G | Multiple Pieces |  |
| Easy Part | G + A | D + E and D + C |  |
| Medium Part | G + A | D, E, F and C, D + E |  |
| Melody  | G, A, B + C | C, D, E, F + G |  |
| **Warm-up Games** | Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same. |
| Bronze | No notes | No notes | No notes |
| Silver | G + sometimes A | N/A | C + sometimes D |
| Gold | G + A | N/A | C + D |
| **Improvisation** |
| Bronze Challenge 1 | **Sing and Copy Back** Listen and sing back | N/A | **Sing and Copy Back** Listen and sing back |
| Bronze Challenge 2 | **Play and Improvise** Using your instruments, listen and play your own answer using one note: G |  | **Play and Improvise** Using your instruments, listen and play your own answer using one note: C |
| Bronze Challenge 3 | **Improvise!** Take it in turns to improvise using one note: G |  | **Improvise!** Take it in turns to improvise using one note: C |
| Silver Challenge 1 | **Sing, Play and Copy Back** Listen and copy back using instruments and one note: G |  | **Sing, Play and Copy Back** Listen and copy back using instruments and one note: C |
| Silver Challenge 2 | **Play and Improvise** Using your instruments, listen and play your own answer using one or two notes: G and sometimes A |  | **Play and Improvise** Using your instruments, listen and play your own answer using one or two notes: C and sometimes D |
| Silver Challenge 3 | **Improvise!** Take it in turns to improvise using two notes: C and sometimes D |  | **Improvise!** Take it in turns to improvise using two notes: C and sometimes D |
| Gold Challenge 1 | **Sing, Play and Copy Back** Listen and copy back using two notes: C and D |  | **Sing, Play and Copy Back** Listen and copy back using two notes: C and D |
| Gold Challenge 2 | **Play and Improvise** Using your instruments, listen and play your own answer using two notes: C and D |  | **Play and Improvise** Using your instruments, listen and play your own answer using two notes: C and D |
| Gold Challenge 3 | **Improvise!** Take it in turns to improvise using two notes: C and D |  | **Improvise!** Take it in turns to improvise using two notes: C and D |
| **Composing** |
| Starting Note | G | C | N/A |
| Easy Option | G, A + B | C, D + E | N/A |
| Harder Option | G, A, B, D + E | C, D, E, F +G | N/A |
| **Songs** | **Mamma Mia** By ABBA | **Glockenspiel Stage 2** | **Stop!** By Joanna Mangona  |
| **Supporting Songs** | 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 | Mardi Gras Groovin’ Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can’t Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas |

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| **Listen and Appraise** |
| **Knowledge** | **Skills** |
| To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. | ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. |
| **Games** |
| Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups |
| **Singing** |
| To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice | ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To rejoin the song if lost. ● To listen to the group when singing. |
| **Playing** |
| To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. | ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. |
| **Improvisation** |
| To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations  | Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● Bronze Challenge: ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. |
| **Composition** |
| To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) | ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  |
| **Performance** |
| To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don’t know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music | ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. |