

## Knowledge Organiser

Year: 4

Subject: Music

Unit 3 : Stop!

Overview:		
During this sequence of learning, pupils learning is focused around one song, 'Stop!' which is a rap/song about bullying. Pupils will have opportunities to play musical games, sing and compose.		
What should I already know?	Vocabulary:	
<b>Songs and Styles</b> <ul style="list-style-type: none"> <li>To widen their knowledge of pop music through studying music from the pop band ABBA.</li> <li>To know that ABBA were a successful pop band from Sweden in the 1970s and 1980s.</li> </ul> <b>Appraising</b> <ul style="list-style-type: none"> <li>Be able to identify the structure of Mamma Mia: intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</li> <li>To be able to identify instruments/voices within a song: keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</li> </ul> <b>Games</b> <ul style="list-style-type: none"> <li>To be able to find the pulse when listening to a piece of music.</li> <li>Using glockenspiels, play and copy back using up to 2 notes - G + A. B</li> </ul> <b>Playing</b> <ul style="list-style-type: none"> <li>To be able to play instrumental parts with the song by ear and/or from notation using up to 3 notes: G, A + B.</li> <li>To be able to use scores/notations</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>To know Mama Mia off by heart</li> <li>To be able to sing in unison and follow a conductor when singing</li> </ul> <b>Improvisation</b> <ul style="list-style-type: none"> <li>To be able to improvise using C, D, G and A</li> </ul> <b>Composing</b> <ul style="list-style-type: none"> <li>To compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>Know that you need to know everything and have planned everything that will be performed.</li> <li>Know that a performance involves communicating feelings, thoughts and ideas about the song/music.</li> </ul>	<b>Musical style</b>  <b>Rapping</b>    <b>Lyrics</b>  <b>Choreography</b>   <b>Digital/electronic sounds</b>  <b>Unison</b>   <b>Pulse</b>    <b>Rhythm</b>    <b>Pitch</b>   <b>Tempo</b>    <b>Dynamics</b>   <b>Texture</b>   <b>Structure</b>   <b>Compose</b>   <b>Improvise</b>	<b>A music genre</b>     <b>A vocal technique in which the performer speaks rhythmically against a steady beat.</b>    <b>The words of a song</b>   <b>A sequence of steps/moves in a piece of music</b>   <b>Music from electronic/digital instruments</b>   <b>Everyone play/sings the same piece of music at the same time</b>   <b>The regular heartbeat of the music; its steady beat</b>   <b>Long and short sounds or patterns that happen over the pulse</b>   <b>High and low sounds</b>   <b>The speed of the music; fast/slow/in-between</b>   <b>How loud or quiet the music is</b>   <b>Layers of sound.</b>   <b>Every piece of music has a structure e.g. introduction, verse, chorus, ending</b>   <b>Create and develop musical ideas and 'fixing' them</b>   <b>To make up a tune and play it on the spot.</b>
What will I know by the end of the unit?		
<b>Songs and Styles</b> <ul style="list-style-type: none"> <li>To be introduced to Grime music through the song 'Stop!' by Joanna Mangona.</li> <li>To listen to a range of music from mixed styles:             <ul style="list-style-type: none"> <li>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>Radetzky Marsch by Strauss (Classical)</li> <li>Can't Stop The Feeling! By Justin Timberlake (Pop)</li> <li>Libertango by Astor Piazzolla (Tango)</li> <li>Mas Que Nada performed by Sergio Mendes featuring the Black Eyed Peas.</li> </ul> </li> </ul>		

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- sergio mendes  
featuring the black eyed peas  
mas que nada

## Drums