

## 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.

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What should I already know?	Vocabulary:			
Songs and Styles	Musical style	A music genre		
To widen their knowledge of pop music through studying	·	_		
music from the pop band ABBA.	Rapping	A vocal technique in which the		
To know that ABBA were a successful pop band from	5	performer speaks rhythmically		
Sweden in the 1970s and 1980s.		against a steady beat.		
Appraising		,		
Be able to identify the structure of Mamma Mia: intro, verse, bridge, chorus, introduction, verse, bridge, chorus.	Lyrics	The words of a song		
To be able to identify instruments/voices within a song:	27.100	and the state of the state of		
keyboard sounds imitating strings, a glockenspiel playing	Choreography	A sequence of steps/moves in a		
as a keyboard, electric guitar, bass, drums.	oner cographly	piece of music		
Games		piece of masic		
To be able to find the pulse when listening to a piece of	Digital/electronic	Music from electronic/digital		
music.	_	instruments		
Using glockenspiels, play and copy back using up to 2	sounds	instruments		
notes - $G$ + $A$ . $B$	1 to the control of	Francisco de la constante de l		
Playing	Unison	Everyone play/sings the same		
To be able to play instrumental parts with the song by		piece of music at the same time		
ear and/or from notation using up to 3 notes: G, A + B.				
To be able to use scores/notations	Pulse	The regular heartbeat of the		
Singing		music; its steady beat		
To know Mama Mia off by heart				
To be able to sing in unison and follow a conductor when		Long and short sounds or		
singing  Improvisation	Rhythm	patterns that happen over the		
To be able to improvise using C, D, G and A		pulse		
Composing				
To compose a simple melody using simple rhythms	Pitch	High and low sounds		
choosing from the notes G, A + B or G, A, B, D + E (the				
pentatonic scale)	Tempo	The speed of the music;		
Performance	'	fast/slow/in-between		
Know that you need to know everything and have planned				
everything that will be performed.	Dynamics	How loud or quiet the music is		
Know that a performance involves communicating feelings,	by namics	Thew rough or quiet the masteris		
thoughts and ideas about the song/music.	Texture	Layers of sound.		
What will I know by the end of the unit?	TEATULE	Layers of sound.		
Songs and Styles	Structure	Every piece of music has a		
<ul> <li>To be introduced to Grime music through the song 'Stop!'</li> </ul>	Jii uciui e	structure e.g. introduction,		
by Joanna Mangona.		verse, chorus, ending		
To listen to a range of music from mixed styles:		ver se, chorus, enaing		
<ul> <li>Gotta Be Me performed by Secret Agent 23 Skidoo</li> </ul>	Camaza	Constant and development in the con-		
(Hip Hop)	Compose	Create and develop musical ideas		
o Radetzky Marsch by Strauss (Classical)		and 'fixing' them		
<ul> <li>Can't Stop The Feeling! By Justin Timberlake (Pop)</li> </ul>	_			
<ul> <li>Libertango by Astor Piazzolla (Tango)</li> </ul>	Improvise	To make up a tune and play it on		
<ul> <li>Mas Que Nada performed by Sergio Mendes</li> </ul>		the spot.		
featuring the Black Eyed Peas.				

•	To know that Grime music is electronic dance music that was emerged from London in 2000s. It has a rapid back beat, rapping and electronic sound in places.	Hook	A short catchy phrase/riff that we can't stop singing.
<i>A</i> p	praising  To be able to identify the structure of Stop!: intro and 6 rapped verses, each with a sung chorus.  To be able to identify the instruments/voices in the	Riff	A short-repeated phrase, often played on a lead instrument (guitar/piano/saxophone)
	music: digital/electronic sounds, turntables, synthesisers, drums.  mes	Melody	Another name for tune
•	To be able to find and move to the pulse of the music.  Using glocks and/or recorders, to be able to copy back using up to 2 notes - C + D.	Solo	Playing, singing or performing by one person on their own
Sir	nging "		
•	To be able to sing and rap in unison and in parts.		Tuetuumente
•	To be able to learn a song by splitting it in to smaller chunks		<u>Instruments</u>
•	To be able to sing with an awareness of 'in tune' and at the correct tempo.		
•	To be able to follow a conductor when singing	Turntables	N.S.
Composition			
•	To be able to compose own rapped lyrics about bullying or another topic or theme.		
Per	formance		The state of the s
•	To be able to communicate the meaning of the words and clearly articulate them		
•	To make decisions about how a performance will be delivered.	Synthesisers	4
•	To perform using improvisation and own rapped lyrics.		
•	To be able to reflect on a performance in terms of how it made them feel, what was successful, what could be changed.		
	- GNIX	Drums	





