Crofton Junior School –Music Knowledge Organiser – Year 4 – Autumn 1 – Mamma Mia

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| **Unit of Work** | Music – Charanga Unit – Mamma Mia | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Rectangular-KS2-Units-Of-Work_0004_Layer-22During this unit, pupils will learn about pop music through the songs of ABBA. They will focus on the ABBA hit ‘Mamma Mia’ as well as listening to and appriasing other ABBA hits including ‘Dancing Queen’, ‘The Winner Takes It All’ and ‘Waterloo’. Pupils will use a range of interactive, musical games to learn about pitch and rhythm. They will examine the structure of songs, focusing on the style of ABBA and part of this unit focuses on learning basic instrumental skills by playing tunes in varying styles. Pupils will also have an introduction to the language of music, theory and composition. | |
| **Prior Learning** | Year 3 Units | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * That ABBA was a Swedish pop group formed in the 1970s. * Some of the style indicators of ‘ABBA pop style’ – two female singers in unison (at the same time), usually tell a story and range from ballads (love songs) to disco with a strong dance beat. * That a ‘hook’ is a term used in Pop music to describe a short catchy phrase or riff that we can’t stop singing; the bit that ‘hooks’ us in; the main musical idea from a song that we remember. * How to sing with accurate pitch in unison, pronouncing words clearly. * That unison is when everyone sings or plays the same music at the same time. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that happen over the pulse. * Pitch – high and low sounds. * Tempo – the speed of the music; fast or slow or in-between. * Dynamics – how loud or quiet the music is. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. | |
| **Vocabulary** | Tier 2  listen, appraise, improvise, compose, perform | Tier 3  pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody, hook, riff, melody, solo, pentatonic scale, unison |
| **Post Learning** | Year 5 – Livin’ On A Prayer – Autumn 1 (80s music style)  Year 4 – Autumn 2 and Spring Term Units | |

Crofton Junior School –Music Knowledge Organiser – Year 4 – Autumn 2 – Glockenspiel Stage 2

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| **Unit of Work** | Music – Charanga Unit – Glockenspiel Stage 2 | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | CMW_Glock_Stage2-04This unit focuses on developing the language of music through playing the glockenspiel. Pupils will build upon their knowledge and skills from Glockenspiel Stage 1 (Year 3). Pupils will explore and develop playing skills on the instrument and will begin to learn more complex rhythmic patterns. They will revise, play and read up to 5 notes (C, D, E, G and G) on the musical stave. They will continue to develop their improvisation and composing skills using up to 5 notes. Pupils will explore rehearsing their part and they will perform, evaluate and share their performances. | |
| **Prior Learning** | This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 – Year 3 – Autumn 2  Year 4 – Autumn 1 | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * How to talk about a musical instrument – e.g. glockenspiel, recorder, xylophone. * Know that rhythm of the music can be influenced by the style/genre. * That the loudness or softness of a piece of music (dynamics) can create interest, feelings and mood. * That pitch describes the range of high and low sounds that create melodies. * To understand the difference between the pulse and rhythm. * To recognise that a crotchet lasts for 1 count, a minim lasts for 2 counts and a semibreve lasts for 4 counts and recognise them on the musical stave. * How to read and play the notes – C, D, E, F and G on the glockenspiel. * How to compose simple melodies on the glockenspiel using C, D, E, F + G. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that happen over the pulse. * Pitch – high and low sounds. * Tempo – the speed of the music; fast or slow or in-between. * Dynamics – how loud or quiet the music is. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. | |
| **Vocabulary** | Tier 2  compose, melody, perform, | Tier 3  rhythmic patterns, pulse, rhythm, pitch, tempo, dynamics, texture, structure, crotchet, minim, semibreve |
| **Post Learning** | Year 4 – Spring & Summer Term Units | |

Crofton Junior School –Music Knowledge Organiser – Year 4 – Spring 1 – Stop!

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| **Unit of Work** | Music – Charanga Unit – Stop! | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Rectangular-KS2-Units-Of-Work_0003_StopIn this unit, children’s learning is focussed around one song called ‘Stop!’ which is a rap/song about bullying. Pupils will build upon previous learning about the interrelated dimensions of music through games, singing and composing. They will listen to and appraise a wide range of musical genres, including music by Johann Strauss, Justin Timberlake and Sergio Mendes. They will learn how to compose their own rapped lyrics about bullying or another theme and rap in unison or in parts. They will perform their compositions and . | |
| **Prior Learning** | KS1 – Year 2 – Zootime  Year 4 Autumn and Spring 1 Units | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * That ‘Stop’ is written in a Grime style which is an electronic dance music that emerged in the early 2000s. * Rap is a genre of music which has improvised spoken lyrics or poetry and is a style that originated through Hip-Hop music and has roots in funk and other genres of music. * That rapping is a vocal technique in which the performer speaks rhythmically against a steady beat. * That a cover is a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original. * That lyrics are the words of a song. * How to compose their own rapped lyrics. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that happen over the pulse. * Pitch – high and low sounds. * Tempo – the speed of the music; fast or slow or in-between. * Dynamics – how loud or quiet the music is. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. | |
| **Vocabulary** | Tier 2  listen, appraise, appreciate, introduction, improvise, compose, perform | Tier 3  rapping, lyrics, rhythm, pulse, pitch, tempo, texture, structure, hook, riff, melody |
| **Post Learning** | Year 4 – Spring 2 and Summer Term Units  Year 5 – Spring 2 – The Fresh Prince of Bel Air | |

Crofton Junior School –Music Knowledge Organiser – Year 4 – Spring 2 – Lean on Me

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| **Unit of Work** | Music – Charanga Unit – Lean On Me | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Bill-WitherIn this unit of work is based around soul/gospel music and the theme of helping each other. It focusses on the song ‘Lean on Me’ by Bill Withers. Various other pieces of music will be listened to and appraised by the pupils including ‘He Still Loves Me’, ‘Shackles’, ‘Amazing Grace’ and ‘Ode to Joy Symphony No. 9’. Through a range of musical activities, pupils will continue to learn about the interrelated dimensions of music and they will sing, play and compose simple melodies using simple rhythms. | |
| **Prior Learning** | All Year 4 previous units | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * That gospel music is a genre of Christian music which usually sung with rich harmony and often with a call and response. * That ‘call and response’ is a musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea. * That harmony is when different notes are sung or plated at the same time to produce chords. * That structure is how the sections (verses and choruses etc) of a song are ordered to make the whole piece. * Understand that a hook is term used to describe a ‘catchy’ phrase which is the part we remember and can’t stop singing. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that happen over the pulse. * Pitch – high and low sounds. * Tempo – the speed of the music; fast or slow or in-between. * Dynamics – how loud or quiet the music is. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. | |
| **Vocabulary** | Tier 2  listen, appraise, compose, improvise, composition, perform | Tier 3  unison, backing vocal, harmony, pentatonic scale, melody, pulse, rhythm, pitch, tempo, dynamics, texture, |
| **Post Learning** | Year 4 – Summer Term Units  Year 6 – Spring 1 - A New Year Carol (Gospel style) | |

Crofton Junior School –Music Knowledge Organiser – Year 4 – Summer 1 – Blackbird

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| **Unit of Work** | Music – Charanga Unit – Blackbird | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | BlackbirdIn this unit of work, children will learn and perform a song by The Beatles called ‘Blackbird’ which is about equality and civil rights. Pupils will learn about the band The Beatles and examine where they fit into the historical timeline of music. Pupils will listen to and appraise a range of other songs by The Beatles, including ‘Yellow Submarine’, ‘Hey Jude’ and ‘Yesterday’. Through a range of interactive musical activities, pupils will continue to develop their skills of rhythm, pulse and pitch. They will learn to sing the song and play the melody on an instrument as well as improvising and composing activities. | |
| **Prior Learning** | Year 4 – Autumn and Spring Term Units | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * The Beatles were a pop band in the 1960s who helped to reshape Western pop music. * The Beatles are one of the most successful bands ever. * That the phrase ‘Pop music’ is shortened from ‘Popular music’ – music that is popular, lots of people like to listen to. Pop music constantly changes as we change and the world changes. * Know that the song ‘Blackbird’ was written by Paul McCartney in support of the Black Power Movement. * How to identify a hook, riff or solo * How to sing in unison with accurate pitch * How to compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale) | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that happen over the pulse. * Pitch – high and low sounds. * Tempo – the speed of the music; fast or slow or in-between. * Dynamics – how loud or quiet the music is. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. | |
| **Vocabulary** | Tier 2  imagination, listen, appraise, compose, improvise, perform, | Tier 3  pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, unison, hook, riff, melody, solo, civil rights, racism, equality, |
| **Post Learning** | Year 6 – Summer 1 - Dancing in The Street (Popular Music and Civil Rights)  Year 4 – Summer 2 Unit and onto Wider Opportunities Music – Guitars | |

Crofton Junior School –Music Knowledge Organiser – Year 4 – Summer 2 – Reflect, Rewind and Replay

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| **Unit of Work** | Music – Charanga Unit – Reflect, Rewind and Replay |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music |
| **Overview of the Unit of Work** | R_R_R_ad-02This unit of work consolidates the learning that has occurred throughout Year 4. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Pupils will continue to embed the foundations of interrelated dimensions of music using voices and instruments. They will listen and appraise different pieces of music including Classical music by famous composers such as Handel and Beethoven. They will develop their skills of singing, playing instruments, composing and improvising. They will share and perform the learning that has taken place throughout the year.  At the end of the summer term, the children will demonstrate their singing and playing skills in the whole school ‘Singing Showcase’ perform. |
| **Prior Learning** | All Year 4 units. |
| **Sticky Knowledge**  **& Skills** | See previous units |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that happen over the pulse. * Pitch – high and low sounds. * Tempo – the speed of the music; fast or slow or in-between. * Dynamics – how loud or quiet the music is. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. |
| **Vocabulary** | Vocabulary from previous units |
| **Post Learning** | Onto Year 5 units  Wider opportunities music – Guitars |