

## Knowledge Organiser

**Subject: Music**

**Unit 1: Mamma Mia!**

Overview:		
<p>During this sequence of learning, pupils will examine the structure of songs, focusing on the style of ABBA. Part of this topic focuses on learning basic instrumental skills by playing tunes in varying styles.</p>		
What should I already know?	Vocabulary:	
<p><b>Songs and Styles</b></p> <ul style="list-style-type: none"> <li>To know the following music styles and style indicators:</li> <li>RnB - developed as part of hip hop culture; features rapping; often has sampling beats or bass lines from records</li> <li>Reggae - has regular chops on the back beat (off beat) - played by the guitarist; the bass drum hits on the second and fourth beat of each bar - called the "drop".</li> <li>Pop - music that is popular at the time, particularly with young people.</li> <li>Disco - is dance music from the 1970s; an up-tempo form of music with a strong beat meant for dancing</li> <li>Classical - music composed between c.1720 and 1840, e.g., the era of Mozart, Joseph Haydn, and the young Beethoven</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>To be able to recognise the following instruments/vocals within the 4 songs: male and female voices, backing vocals, bass, drums, guitar, electric guitar, keyboard, synthesizer, and organ</li> <li>To be able to identify the structure of a piece of music using the terms: introduction, verse, chorus</li> <li>To know that there is a story behind classical music pieces.</li> <li>To be able to choose a song and appraise/talk about it - style indicators, lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), structure and instruments used.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>How to find and demonstrate the pulse and the difference between pulse and rhythm.</li> <li>How pulse, rhythm and pitch work together to create a song.</li> <li>Can clap and create rhythms.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To know four songs off by heart.</li> <li>To sing in unison and in simple two-parts and demonstrate a good singing posture.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>To play at least one part on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation (in the Key of C and G).</li> <li>To rehearse and perform their part and listen to and follow musical instructions from a leader.</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>Improvise</p> <p>Compose</p> <p>Melody</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Texture</p> <p>Structure</p> <p>Hook</p> <p>Riff</p> <p>Solo</p> <p>Pentatonic scale</p> <p>Unison</p>	<p>To make up a tune and play it on the spot.</p> <p>Create and develop musical ideas and 'fixing' them</p> <p>Another name for tune</p> <p>The regular heartbeat of the music; its steady beat</p> <p>Long and short sounds or patterns that happen over the pulse</p> <p>High and low sounds</p> <p>The speed of the music; fast/slow/in-between</p> <p>How loud or quiet the music is</p> <p>Layers of sound.</p> <p>Every piece of music has a structure e.g. introduction, verse, chorus, ending</p> <p>A short catchy phrase/riff that we can't stop singing.</p> <p>A short-repeated phrase, often played on a lead instrument (guitar/piano/saxophone)</p> <p>Playing, singing or performing by one person on their own</p> <p>A fixed-note pattern</p> <p>Everyone play/sings the same piece of music at the same time</p>

- Compose a simple melody using one, three or five different notes.

**Performance**

- To communicate the meaning of the words and clearly articulate them.
- To identify the best place to be when performing and how to stand or sit.

**What will I know by the end of the unit?**

**Songs and Styles**

- To widen their knowledge of pop music through studying music from the pop band ABBA:
  - Dancing Queen
  - The Winner Takes It All
  - Waterloo
  - Super Trouper
  - Thank You For The Music



- To know that ABBA were a successful pop band from Sweden in the 1970s and 1980s.
- To know that ABBA influenced the music and fashion of the 1980s

**Appraising**

- Be able to identify the structure of Mamma Mia: intro, verse, bridge, chorus, introduction, verse, bridge, chorus.
- To be able to identify instruments/voices within a song: keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

**Games**

- To be able to find the pulse when listening to a piece of music.
- Using glockenspiels, play and copy back using up to 2 notes – G + A. B

**Playing**

- To be able to play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B.
- To be able to use scores/notations.

**Singing**

- To know Mamma Mia off by heart
- To be able to sing in unison
- To be able to follow a conductor when singing

**Improvisation**

- To be able to improvise using C, D, G and A

**Composing**

- To compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)
- Know that composing is like writing a story with music.

**Performance**

- Know that you need to know everything and have planned everything that will be performed.
- To perform a song that includes improvisations, instrumental performances and compositions
- Know that a performance involves communicating feelings, thoughts and ideas about the song/music.
- Be able to talk about the performance afterwards.

Keyboard

Instruments



Electric guitar



Bass



Drums

