

## Knowledge Organiser

**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:	
<p><b>Songs and Styles</b></p> <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> <p><b>Appraising</b></p> <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> <p><b>Games</b></p> <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> <p><b>Playing</b></p> <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> <p><b>Singing</b></p> <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> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>To be able to improvise using C, D, G and A</li> </ul> <p><b>Composing</b></p> <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> <p><b>Performance</b></p> <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>	<p><b>Musical style</b></p> <p><b>Rapping</b></p> <p><b>Lyrics</b></p> <p><b>Choreography</b></p> <p><b>Digital/electronic sounds</b></p> <p><b>Unison</b></p> <p><b>Pulse</b></p> <p><b>Rhythm</b></p> <p><b>Pitch</b></p> <p><b>Tempo</b></p> <p><b>Dynamics</b></p> <p><b>Texture</b></p> <p><b>Structure</b></p> <p><b>Compose</b></p> <p><b>Improvise</b></p>	<p>A music genre</p> <p>A vocal technique in which the performer speaks rhythmically against a steady beat.</p> <p>The words of a song</p> <p>A sequence of steps/moves in a piece of music</p> <p>Music from electronic/digital instruments</p> <p>Everyone play/sings the same piece of music at the same time</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>Create and develop musical ideas and 'fixing' them</p> <p>To make up a tune and play it on the spot.</p>
What will I know by the end of the unit?		
<p><b>Songs and Styles</b></p> <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>		

- 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.

**Appraising**

- 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 music: digital/electronic sounds, turntables, synthesisers, drums.

**Games**

- 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.

**Singing**

- To be able to sing and rap in unison and in parts.
- To be able to learn a song by splitting it in to smaller chunks
- 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

**Composition**

- To be able to compose own rapped lyrics about bullying or another topic or theme.

**Performance**

- To be able to communicate the meaning of the words and clearly articulate them
- To make decisions about how a performance will be delivered.
- 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.



Hook

A short catchy phrase/riff that we can't stop singing.

Riff

A short-repeated phrase, often played on a lead instrument (guitar/piano/saxophone)

Melody

Another name for tune

Solo

Playing, singing or performing by one person on their own

**Instruments**



Turntables



Synthesisers



Drums