



Exploring and developing playing skills using the glockenspiel

What do we know?

- Know how** compositions can be created, recorded, kept and played again (noted down or recorded using technology.) Y3
- Know how to** create a section of music that fits within the structure of a song.(Y3)
- Know that** composing is like writing a story with music and everyone can do it. (Y2)



1. Revisit: *D-E-F-inately* and *Easy E* (from stage 1.) Learn about pulse and playing in time - *Mardi Gras Groovin'* Revise basic techniques for playing.

2. Revisit: *Roundabout* and *March of the Golden Guards* (from stage 1.) Explore rhythm and pitch. Learn to play *Good, Better, Best*.

3. *Two-way radio* - listen to and play different parts. How to note down/record music.

4. *Flea Fly* - appraisal. Can you hear the mosquito? Structure and texture. Revisit playing learnt songs.

5. Play known songs, begin to improvise. Begin to compose for a purpose (Harvest festival?)

6. Compositions - rehearse + perform piece for showcase performance

Vocabulary

- Tuned
- percussion
- Structure
- Texture
- Composing
- Composition
- Melodic

Big Ideas-



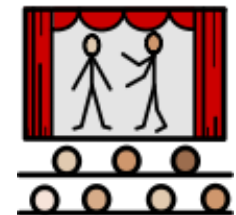
Texture



Structure

Forever Facts

- Know how to** play a simple melodic instrumental part by ear.
- Know how to** improvise, compose and rehearse ready to share/perform.
- Know why** structure and texture are important when composing.



Where will it go?

Showcase

Performance of a piece composed music.



ABBA's music

Vocabulary

- Pop
- Structure
- Texture
- Percussion
- Vocals
- Backing
- Style

What do we know?



- Know that** music is influenced by history, style and genre.(Y4)
- Know how** to discuss music using musical vocabulary.(Y4)
- Know how** music is made up of different parts, structures (verse/chorus) and can use different dynamics (pitch, rhythm, pulse.) Y2



1. Listen and appraise *Mamma Mia*. Body percussion for pulse.

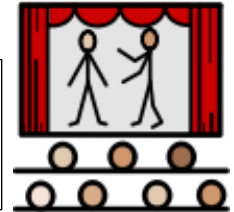
2. Listen and appraise *Dancing Queen* – Structure. Sing *Mamma Mia*. Compare songs. Explore rhythm and pulse with body percussion.

3. Listen and use musical words to describe *Waterloo* – Dynamics and timbre. Sing *Mamma Mia*. Use Djembe drums to explore timbre and dynamics.

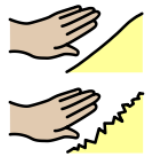
4. Texture – Vocal line, instruments, as texture thickens the dynamics get louder (use preferred song or *Mamma Mia*.) Sing *Mamma Mia* and try parts/unison. Sing and play.

5. *Super Trooper* - To listen and move to the pulse of the music. How does the music make you feel? Play Djembe. Discuss music.

6. To present a musical performance, using what you have learnt about music style and Abba.



Big Ideas-



Texture



Structure

Forever Facts

- Know what** Abba and Pop music is like and be able to describe it using music words.
- Know how** to talk about, sing, perform and play music; considering how it makes me feel.
- Know why** multiple instruments and singing parts are used to create these types of songs.

Where will it go?

Showcase

Listening and appraisal of Abba songs.
Performance singing *Mamma Mia*.



Blackbird, by The Beatles

Vocabulary

Vocal line
Backing
Ukulele
Stringed instrument
Chord
Melody
Tab

What do we know?

Know how to play chords on the ukulele and how these can be represented.(Y3)

Know how to sing and play intime, following a leader and trying out different parts and solos.(Y3)

Know how to perform with confidence and sing a song with two parts (Y1)

1. Listen and Appraise: *Blackbird*
Explore pulse, rhythm + vocal warm-ups. Begin to learn to sing *Blackbird*.

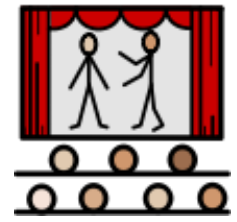
2. Listen and Appraise: *Yellow Submarine*. Compare songs. Practise *Blackbird*. Play chords C and G. Become familiar with ukulele.

3. Listen and Appraise: *Hey Jude*. Discuss culture/world. Rehearse singing *Blackbird* and play chords C and G with the song.

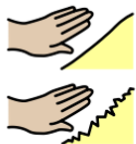
4. Listen and Appraise: *Can't Buy Me Love*. Explore texture. Play and sing *Blackbird*. Introduce other chords, as children are able.

5. Listen and Appraise: *Yesterday*. Explore structure. Play and sing *Blackbird*. Introduce tab, as children are able. Choose parts for final performance.

6. Listen and Appraise: *Let it Be*. Rehearse for final performance. Discuss/evaluate.



Big Ideas-



Texture



Structure

Forever Facts

- Know that texture and structure are important aspects of a song performance.
- Know why the Beatles and the song 'Blackbird' connect to the world and culture.
- Know how to sing expressively with attention to detail and phrasing, play and lead a performance.

Where will it go?

Showcase

Class discussion about music of the Beatles
Performance of *Blackbird*