



St. Francis Xavier's RC Primary School

Music Unit Guidance and Formative Assessment

Year Group:	Year 4 Spring	Subject:	Music
Unit:	Mamma Mia (Spring 1) Volcano composition (Spring 2)	Prerequisite Learning and Curriculum Links	<p>EYFS ELG Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in time with music.</p> <p>Year 1 In the Groove; Playing tuned instruments. Glockenspiel and Recorder (2 notes). Use Your Imagination</p> <p>Year 2 South African Music/ Y2 Rock Music</p> <p>Year 3 The Stone Age (composition unit); Glockenspiel Stage 1</p> <p>Year 4 Vikings/Ocarina</p> <p>Curriculum Links in Current Year Group: Mountains-Geography</p>
ROCKS (Remembering Our Curriculum Knowledge and Skills)			
<p>ABBA was a Swedish pop group formed in 1972. Listen to 4 other ABBA songs/pieces: ● Mamma Mia ● Dancing Queen ● The Winner Takes It All ● Waterloo ● Super Trouper ● Thank You For The Music</p>			
<p>To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio)</p>			
<p>Great composers: Prokofiev and Elgar</p>			
Progressive Journey:		Skills:	
<p>Listen & Appraise: Mamma Mia (Pop) Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Which part did you play? Improvise using up to 3 notes – G, A + B. Bronze: G Silver: G, sometimes A Gold: G, A + B challenge. Which challenge did you get to?</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? 3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how</p>		<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. 	

you learnt this song and why. Record the performance and talk about it afterwards.
The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions

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Composition (volcano unit)
Help create at least one simple melody using one, three or all five different notes.

- Plan and create a section of music that can be performed within the context of the theme.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Key Vocabulary
Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison