



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



<u>Overview of Unit of Work</u>	Within this unit, pupils will learn about pop music through the songs of ABBA. As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise 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. The pupils 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.
<u>Vocabulary</u>	keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that ABBA was a Swedish pop group formed in the 1970s. - Know 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 to disco with a strong dance beat. - Know 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.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • 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.
<u>Prior learning and Vocabulary</u>	Year 3 Units
<u>Post Learning</u>	Year 5 - Livin' On A Prayer - Autumn 1 (80s music style) Year 4 - Autumn 2 and Spring Term Units



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 4
Autumn Term 2 - Glockenspiel Stage 2



<u>Overview of Unit of Work</u>	This 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 on the musical staff. 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.
<u>Vocabulary</u>	rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know and talk about a musical instrument - e.g. glockenspiel, recorder, xylophone. - Know that rhythm of the music can be influenced by the style/genre. - Know that the loudness or softness of a piece of music (dynamics) can create interest, feelings and mood. - Know that pitch describes the range of high and low sounds that create melodies. - Know the difference between the pulse and rhythm. - Know and recognise that a crotchet lasts for 1 count, a minim lasts for 2 counts and a semibreve lasts for 4 counts. - Know how to read and play the notes - C, D, E, F and G.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • 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.
<u>Prior learning and Vocabulary</u>	This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 - Year 3 - Autumn 2 Year 4 - Autumn 1
<u>Post Learning</u>	Using musical scores and notation in different units. Year 4 - Spring & Summer Term Units



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 4
Spring Term 1 - Stop!



<u>Overview of Unit of Work</u>	In 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.
<u>Vocabulary</u>	musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that 'Stop' is written in a Grime style which is an electronic dance music that emerged in the early 2000s. - Know that rap is a genre of music which has improvised spoken lyrics or poetry. - Know that rap is a style that originated through Hip-Hop music and has roots in funk and other genres of music. - Know that rap music often involves sampling or covering other musical styles and that it usually tells a story or message through what is being said. - Know 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.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • 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.
<u>Prior learning and Vocabulary</u>	KS1 - Year 2 - Zootime Year 4 Autumn and Spring 1 Units
<u>Post Learning</u>	Year 4 - Spring 2 and Summer Term Units Year 5 - Spring 2 - The Fresh Prince of Bel Air



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 4
Spring Term 2 - Lean on Me



<u>Overview of Unit of Work</u>	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.
<u>Vocabulary</u>	unison, by ear, notation, improvise, melody, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, hook, riff, melody
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that gospel music is a genre of Christian music which usually sung with rich harmony and often with a call and response. - Know that call and response is a series of two parts usually sung or played by different musicians. The second part is heard as a comment about or an answer to what the first has sung or played. - Know that structure is how the sections (verses and choruses etc) of a song are ordered to make the whole piece. - Know that a hook is term used to describe a 'catchy' phrase which is the part we remember and can't stop singing.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • 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.
<u>Prior learning and Vocabulary</u>	All Year 4 previous units
<u>Post Learning</u>	Year 4 - Summer Term Units Year 6 - Spring 1 - A New Year Carol (Gospel style)



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 4
Summer Term 1 - Blackbird



<u>Overview of Unit of Work</u>	In 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.
<u>Vocabulary</u>	acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that The Beatles were a pop band in the 1960s who helped to reshape Western pop music. - Know that The Beatles are one of the most successful bands ever. - Know 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. - Know how to identify a hook, riff or solo.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • 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.
<u>Prior learning and Vocabulary</u>	Year 4 - Autumn and Spring Term Units
<u>Post Learning</u>	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
Curriculum Knowledge Organiser - Year 4
Summer Term 2 - Reflect, Rewind and Replay



<u>Overview of Unit of Work</u>	<p>This 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.</p> <p>At the end of the summer term, the children will demonstrate their singing and playing skills in the whole school 'Singing Showcase' perform.</p>
<u>Vocabulary</u>	See previous units
<u>Sticky Knowledge</u>	See previous units
<u>Prior learning and Vocabulary</u>	All Year 4 units
<u>Post Learning</u>	Onto Year 5 units Wider opportunities music - Guitars