



Year 4 – Mamma Mia

Key Focus of the Unit	<p>A timeless Pop song from the 70s.</p> <p>This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.</p> <p>The supporting lesson plans and documentation have been streamlined with a revised and fully supportive Activity Manual.</p> <p>As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.</p>		
Objectives	<ul style="list-style-type: none">• Listen to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.• Start to recognise / identify different style indicators and different instruments used.• Find and internalise the pulse through body movement.• Explore and create music using percussion, tuned and un-tuned, to play melodies, tunes and accompaniments.• Explore and create musical sound with voices and instruments.• Begin to create more complex tunes and melodies as part of a group or whole class.	Vocabulary:	<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.• Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.• Composing: Creating and developing musical ideas and ‘fixing’ them.• Notation: Ways to visually represent music.• Riff: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.• Hook: 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.• Dynamics: A musical dimension indicating how loudly or quietly the music is being played.• Pentatonic scale: A fixed five-note pattern e:g: the five black keys on a piano.
Prior learning/Understanding	Children followed the Reflect, Rewind and Replay sequence in Year 3 and explored the concept of classical	Key Local Links:	Abba tribute groups have performed at the Carnegie Theatre in Workington since the release of Mamma Mia the Movie.

<p>Future learning/Understanding</p>	<p>music and listened to 5 pieces by different composers while listening, appraising, improvising and composing their own short piece. They explored the interrelated dimensions of music and explored 5 different music styles throughout the year.</p> <p>To perform the song 'Mamma Mia' children began to develop the understanding that performances need to be prepared and structured despite the playful pop style. This will be explored further in Year 6 during the teaching of 'Dancing in the Street'.</p>	<p>Common Misconceptions:</p>	<p>Abba songs are much more than simple pop songs. The paradox with ABBA's music is that it's really quite complex; the arrangements are often quite technically difficult. Benny and Bjorn had a very good understanding of what makes a good melody, he explained. The lyrics were always secondary, they'd find lyrics to fit with the melodies they liked.</p>
<p>Suggested Activities</p>	<p><u>Listen & Appraise: Mamma Mia (Pop)</u></p> <p>Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Find the pulse as you are listening.</p> <p><u>Musical Activities using glocks and/or recorders</u></p> <p>Warm-up games play and copy back using up to 2 notes – G + A. Bronze: no notes Silver: G, sometimes A Gold: G + A challenge..</p> <p>Singing in unison Play instrumental parts with the song by ear and/or from notation using the easy or medium part.</p> <ul style="list-style-type: none"> 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><u>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</u></p>	<p>Assessment</p>	<p>Teacher Assessment</p> <ul style="list-style-type: none"> Most will start to recognise / identify different style indicators and different instruments used. Some will explore and create music using percussion, tuned and un-tuned, to play melodies, tunes and accompaniments. Others will begin to create more complex tunes and melodies as part of a group or whole class.

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?

Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.