

# Teacher Assessment – Mamma Mia – Year 4, Unit 1

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Mamma Mia (Pop, Abba's Music)

The children can:

- **Identify the piece's structure:** Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.
- **Identify the instruments/voices:** Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.
- **Find the pulse whilst listening.** Others will identify changes in tempo, dynamics and texture.

## 2 – Musical Activities using glocks and/or recorders.

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

**Warm-up Games** copy back, play, invent rhythmic and melodic patterns.

**Bronze Challenge:** rhythm patterns.

**Silver Challenge:** G, sometimes A and reading notes.

**Gold Challenge:** G + A and reading notes.

**Singing** in unison.

**Play instrumental parts** accurately and in time, as part of the performance.

**The easy part:** G by ear.

**The medium part:** G + A by ear and from notation.

**Improvise** in the lessons and as part of the performance.

**Bronze Challenge:** G.

**Silver Challenge:** G and sometimes A.

**Gold Challenge:** G + A.

**Compose** a simple melody using simple rhythms and use it as part of the performance.

**Using the notes:** G, A + B.

**Using the notes:** G, A, B, D + E (pentatonic scale).

## 3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

## Teacher's Notes



**Theme:** ABBA's music.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**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.

**Most children** will know the difference between pulse and rhythm and be able to keep the internal pulse.

**Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Glockenspiel Stage 2 – Year 4, Unit 2

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Musical Activities using glocks

The child can learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

## 2 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

### Teacher's Notes



**Theme:** Exploring and developing playing skills using the glockenspiel.

**Vocabulary:** Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.

**Most children** will know the difference between pulse and rhythm and be able to keep the internal pulse. **Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Stop! – Year 4, Unit 3

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Stop! (Grime)

The children can:

- **Identify the structure:** Intro and 6 rapped verses, each with a sung chorus.
- **Identify the instruments/voices:** Digital/electronic sounds, turntables, synthesizers, drums.
- **Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture**

## 2 – Musical Activities using glocks and/or recorders.

**Most children** can complete the Bronze and Silver Challenges.

**Some will complete the Gold if working at greater depth.**

**Warm-up Games** copy back, play, invent rhythmic and melodic patterns.

**Bronze Challenge:** rhythm patterns.

**Silver Challenge:** C, sometimes D and reading notes.

**Gold Challenge: C + D and reading notes.**

**Singing** and rapping in unison and in parts.

**Compose** own rapped lyrics about bullying or another topic or theme that you decide as a class.

## 3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

## Teacher's Notes



**Theme:** Grime and other styles of music.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.

**Most children** should know the difference between pulse and rhythm. **Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Lean On Me – Year 4, Unit 4

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Lean On Me (Soul/Gospel)

The children can:

- **Identify the piece's structure:** Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.
- **Identify the instruments/voices:** Male vocal, backing vocal, piano, bass, drums, organ.
- **Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture**

## 2 – Musical Activities using glocks and/or recorders.

**Most children** can complete the Bronze and Silver Challenges.

**Some will complete the Gold if working at greater depth.**

**Warm-up Games** copy back, play, invent rhythmic and melodic patterns.

**Bronze Challenge:** rhythm patterns.

**Silver Challenge:** F sometimes G and reading notes.

**Gold Challenge: F + G and reading notes.**

**Singing** in unison.

**Play instrumental parts** accurately and in time, as part of the performance.

**The easy part:** C + F by ear.

**The medium part: E, F + G by ear and from notation.**

## 3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

## Teacher's Notes



**Theme:** Soul/Gospel music and helping each other.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.

**Most children** will know the difference between pulse and rhythm and be able to keep the internal pulse.

**Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Blackbird – Year 4, Unit 5

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Blackbird (Pop)

The children can:

- **Identify the themes:** Equality, civil rights.
- **Identify instruments/voices:** Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.
- **Do the words tell a story? Does the music create a story in your imagination? What story?**

## 2 – Musical Activities using glocks and/or recorders.

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

**Warm-up Games** copy back, play, invent rhythmic and melodic patterns.

**Bronze Challenge:** rhythm patterns.

**Silver Challenge:** C, sometimes D and reading notes.

**Gold Challenge:** C + D and reading notes.

**Singing** in unison.

**Play instrumental parts** accurately and in time, as part of the performance.

**The easy part** C + G by ear.

**The medium part:** G, A, B + C by ear and from notation.

## 3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

## Teacher's Notes



**Themes:** The Beatles, equality and civil rights.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.

**Most children** will know the difference between pulse and rhythm and be able to keep the internal pulse. **Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.**