



Meadows First School Music Curriculum

Year 4 Knowledge Organiser

Spring 1: Stop! (Grime)



Key Composers and listening

Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)

Radetzky March by Strauss (Classical)

Can't Stop the Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)

Libertango by Astor Piazzolla (Tango)

Mas Que Nada performed by Sergio Mendes and the Black-Eyed Peas (Bossa Nova and Hip Hop)



Key Vocabulary	Definition
Structure	How the sections of a song (e.g. verse, chorus) are ordered to make a whole piece.
Texture	A section in a song which has the same tune but different words.
Chorus	A repeated section in a song which gives the main message.
Grime	Electronic dance music that emerged in London in the early 2000s.
Improvise	To create sounds freely without preparation.
Compose	To write or record sounds so that they can be played again in the same way.
Solo	An Italian word to describe playing, singing or performing of one person on their own.
Rapping	A vocal technique in which the performer speaks rhythmically against a steady beat.

Reflection

What did you like best about this Unit? Why?

What does the word 'improvise' mean?

Why is a conductor important when making a performance?

What is a good singing posture?

KEY SKILLS AND KNOWLEDGE

I can sing songs from memory in unison and simple two-parts keeping a good singing posture.

I can improvise with voice and instruments, with increasing accuracy and fluency following a solo leader.

Stop! *Is written in rap/grime style and you will be composing your own lyrics and elements of the song.*

You will be learning this song / rap on the theme of bullying. The structure is six rapped verses each with a sung chorus. You will be hearing and distinguishing digital/electronic sounds, turntables, synthesisers, drums.