

Mamma Mia - Planning Suggested Pathway

All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

Mamma Mia by ABBA

A Timeless Pop Song From The 70s

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Lower KS2, Year 4** and is supported by Full Lesson Plans, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step by step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step /weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of Lower KS2, Year 4)' document. (see supporting Assessment documentation). Your step by step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment') the remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is **The Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

How this Unit is Organised; Strands of Musical Learning:

1. **Listen and Appraise** the song Mamma Mia and other Abba songs:
 - Mamma Mia by Abba
 - Dancing Queen by Abba
 - The Winner Takes It All by Abba
 - Waterloo by Abba
 - Super Trouper by Abba
 - Thank You For The Music by Abba

1. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
 - a. Warm Up Games (including vocal warm ups)
 - b. Flexible Games (optional extension work)
 - c. Learn to Sing the Song
 - d. Play Instruments with the Song
 - e. Improvise with the Song (and optional extension activities)
 - f. Compose with the Song
2. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

Teaching and Learning support for this unit:

Please use the accompanying **ACTIVITY MANUAL** for in-depth guidance, knowledge and understanding.

Listen & Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen.

The main unit song is Mamma Mia by ABBA. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

See the individual Listen and Appraise step-by-step supporting documents for complete information.

Musical Activities

The children will be using instruments during this section of the unit.

Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children is exciting! Dependent on the age of the children in your class, some will play these instruments and therefore want to bring them to the lesson - please encourage this. You wouldn't want to play a glock if you played the trumpet or violin.

Some of the instruments brought to the lesson might be transposing instruments. This means that they will need to play different notes in order to sound the same as a glock or recorder. Don't worry! Below is a list of instruments and the notes they will need to play to match classroom instruments in this unit. Remember that you can ask visiting music teachers to assist with instrumental issues.

Downloadable parts (sheets of printed music) are supplied for these instruments to play in the 'Play Instruments with the Song' section of this unit. There is also an option for classroom instruments to have notated parts on the screen to play along with as well as by ear. Remember, playing by ear or with a sound before symbol approach is the priority. Please use glocks as your main classroom instrument unless you, as a teacher have experience playing the recorder.

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard
Notes to play: G, A, B in this order (G is the home note and you will always start with G)
So, note 1 = G, note 2 = A and note 3 = B
- B \flat instruments: Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B \flat
Notes to play: A, B, C \sharp
So, note 1 = A, note 2 = B and note 3 = C \sharp
- E \flat instruments: Alto sax, E \flat horn
Notes to play: E, F \sharp , G
So, note 1 = E, note 2 = F \sharp and note 3 = G

Bronze, Silver and Gold Challenges are incorporated into the Games and Improvisation sections of this Unit of Work. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way over time.

A. Warm-up Games (including Vocal Warm Ups)

Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three (Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver.

Get your instruments ready, you will need to use them after the pulse and copy back rhythm games. You can use band / orchestral instruments too if you wish.

Game 1 - Find the pulse, use your imagination.

Game 2 - Rhythm Copy Back:

- Bronze - 'Clap and say back the rhythms you hear. Use the on-screen words to help you'
- Silver - 'Your teacher will clap the first 4 rhythms for you to copy back. Your teacher will then choose 1 of you to clap the next 4 rhythms for the class to copy back'.

- Gold - 'Choose 4 leaders to clap rhythms for the rest of the class to copy back'

Game 3 - Pitch Copy Back - Bronze without notation and Silver and Gold with notation:

- Bronze - Copy back: 'Listen and sing back' (no notation)
- Silver - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note G'
- Gold - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note G and sometimes A. You will always start on G'

Game 4 - Pitch copy back and vocal warm ups: Use your voices to copy back this time. Use 'La' when you are singing back.

B. Flexible Games (optional extension activity)

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

C. Learn to Sing the Song: Vocal Warm-ups and Singing

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

D. Play Instruments with the Song: With or Without Notation

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2 class and want to introduce notation.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

E. Improvise with the Song: using your voices and instruments

These activities have in built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page lesson plan.

Bronze Challenge	Silver Challenge	Gold Challenge
Sing, Play and Copy back	Sing, Play and Copy back	Sing, Play and Copy back
Listen and sing back.	Listen and copy back using instruments, 1 note, G.	Listen and copy back using instruments, 2 notes, G and A.
Play and Improvise	Play and Improvise	Play and Improvise
Using your instruments, listen and play your own answer using 1 note, G.	Using your instruments, listen and play your own answer using the notes G and sometimes A.	Using your instruments, listen and play your own answer using the notes G, A and sometimes B.
Improvise!	Improvise!	Improvise!
Take it in turns to improvise using 1 note, G	Take it in turns to improvise using 1 or 2 notes, G and A.	Take it in turns to improvise using 3 notes, G, A and B.

On the screen you can select your activity:

1. Sing, Play and Copy Back

- Bronze - Singing copy back
- Silver - Copy back using your instruments, 1 note, G
- Gold - Copy back using your instruments, 2 notes, G and A. You will always start on a G

2. Play and Improvise! (You will be using the notes G and A).

Question and Answer using instruments:

- Bronze - Question and Answer using instruments using the note G in your answer
- Silver - Question and Answer using instruments using the notes G and sometimes A in your answer. Always start on a G

- Gold - Question and Answer using instruments using the notes G, A and sometime B in your answer. Always start on a G

3. Improvisation! (You will be using the notes G, A and B).

- Bronze - improvise using 1 note, G
- Silver - improvise using 1 or 2 notes, G and A
- Gold - improvise using 2 or 3 notes, G, A and B.

Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

Extension Activities For Improvisation

This resource is an optional extension activity.

F. Compose with the Song: using your instruments

Add a selection of the children's compositions during the playing/instrumental section of this song.

The on-screen Music Explorer Composition Tool will guide you through the following options.

Option 1: A way into composition with your class using up to 3 notes.

Option 2 (Extended option): A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments.

Option 1

- Select '3 note set' (G, A and B). You can use 1, 2 or 3 notes in your composition.
- Select a view to get started - select 'Pulse'.
- Click play then find the pulse together as a class.
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up 8 empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together. This rhythm is Bronze Improvisation Riff 1.

- Select the button next to the Rhythm Grid button which has 3 notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.
- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3 note set so only have the choice of the notes G, A and B. Click on the notes and the pitch will change. Start with an G and end with a G (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.
- Select the button to the right of the Note Grid button. This button is the Notation with note names button, and your composition will become formal notation with the note names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note names will disappear! (This is an option for extension work).
- Perform this together as part of the song you are learning.

Option 2 (Extended option)

- Work in groups.
- Select the appropriate note set to suit your instrumental group.
- Select a view to get started - you decide.
- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class and decide which 2 compositions will be part of your performance.

Performing the Compositions

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

Which Instruments and Which Notes? (see Activity Manual for support)

Perform and Share

Remember to add some movement.

The structure of this song:

- Introduction
- Verse 1
- Bridge
- Chorus
- Verse 2
- Bridge
- Extended chorus

These are the options on the screen:

- Perform the whole song
- Perform the whole song with your activities of choice

Mamma Mia

6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	Mamma Mia by Abba	a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Mamma Mia	Sing the song	Choose from the suggested ideas
2.	Dancing Queen by Abba Mamma Mia by Abba	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Mamma Mia d. Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	The Winner Takes It All by Abba Mamma Mia by Abba	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Mamma Mia d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	Waterloo by Abba Mamma Mia by Abba	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Mamma Mia d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose	Sing the song and perform composition(s) within the song	Choose from the suggested ideas

5.	<p>Super Trouper by Abba</p> <p>Mamma Mia by Abba</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song Mamma Mia d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song</p>	<p>Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Choose from the suggested ideas</p>
6.	<p>Thank You For The Music by Abba</p> <p>Mamma Mia by Abba</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song Mamma Mia d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>	<p>Prepare for the end-of-unit performance</p>	<p>Choose from the suggested ideas</p>

Mamma Mia

Listen and Appraise Step 1

Mamma Mia by ABBA

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Mamma Mia by ABBA

Information about the Song

This timeless pop song is from ABBA's third album, *ABBA*, released in 1975. In 1999 the song was used as the title of a West End musical based on the songs of ABBA, and in 2008 the musical was turned into a film that eventually became the highest grossing musical of all-time. The song is about a woman who is continuously disappointed by her partner, but forgives him anyway. The song's name is derived from Italian where it is used in situations of surprise. It literally translates to "My mother".

ABBA was a Swedish pop group formed in 1972, whose members included composers Benny Andersson and Bjorn Ulvaeus. The other two members of the group were singers Anni-Frid "Frida" Lyngstad and Agnetha Faltskog. The initials of their first names were used to make the name of the pop group, ABBA. They became one of the most commercially successful acts in the history of popular music, topping the charts worldwide from 1972 to 1982.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *The two female singers are singing the tune in unison. The two male singers are sometimes singing the tune and sometimes singing backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard sounds imitating strings and a glockenspiel but also playing as a keyboard. Electric guitar, bass and drums.*
- Which instruments plays the solo? *There are no improvised solos in this song. The electric guitar and keyboard play separate riffs in the introduction and outro of this song. They also play after some of the vocal lines in the verses as well as under them.*
- Is there a hook? Yes: *the words are "Mamma Mia".*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *As the texture thickens, the dynamics get louder.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens, the dynamics get louder.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song and are used in different places. See structure of the song below.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A timeless pop song from the 70s.*
2. What are the style indicators of ABBA's music?
 - *There are always 4 singers.*
 - *The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA.*
 - *The two male members of the group sing backing vocals and play instruments.*
 - *Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture.*

- *ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.*

3. What are the style indicators in this song, ie how do I know this is ABBA's music?

- *There are two female singers singing the tune in unison which creates a certain vocal sound that we know to be ABBA.*
- *Male backing vocals.*
- *The use of the guitar, keyboard and piano riffs throughout the song.*
- *The way the riffs build within the song to create a thicker texture.*
- *Strong dance beat - Disco era of the 70s.*
- *This song tells a story.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction (keyboard and electric guitar riffs)*
- *Verse 1 (Use of riffs after 2nd and 4th vocal lines and underneath vocal lines. Drums and bass join. Vocals in unison)*
- *Bridge (Lots of electric guitar and bass)*
- *Chorus (Only keyboard sounds until "Yes I've been brokenhearted...").*
- *Introduction*
- *Verse 2 (Texture thins out as in introduction above)*
- *Bridge (As above)*
- *Extended chorus (Chorus, then chorus again with different words, original chorus)*
- *Outro (Same as introduction but ending the song)*

Mamma Mia

Step 1 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)

- **Listen and Appraise - Mamma Mia by Abba:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Mamma Mia**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Mamma Mia:** Start to learn to sing the song.

Notes

3. Perform

- **Performance - Mamma Mia:** Perform and share what has taken place in today's lesson - sing the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Mamma Mia

Listen and Appraise Step 2

Dancing Queen by ABBA

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Mamma Mia' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Dancing Queen by ABBA

Information about the Song

Like Mamma Mia, Dancing Queen is also a pop song by ABBA from the 70s. It was released in August 1976 and is regarded as one of the most successful singles of the 1970s.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Two female lead vocalists sometimes singing in harmony and two male backing vocalists.*
- The backing/accompaniment: how many instruments? Which ones? *Piano, keyboard, drums and bass guitar. The piano plays some riffs which are recognisable in this song and the keyboard uses a string sound frequently.*
- Which instruments plays the solo? *There are no improvised solos in this song but the piano plays solo riffs that are well known.*
- Is there a hook? *Yes: it's in the chorus. The words are 'Dancing Queen'.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *At the start of the song the texture is thinner using piano riffs, drums and bass guitar; as the song progresses into the chorus, the texture becomes thicker with the entry of different instruments eg more string sounds on the keyboard.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song and are used in different places. See structure of the song below.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A timeless pop song from the 70s.*
2. What are the style indicators of ABBA's music?
 - *There are always 4 singers.*
 - *The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA.*
 - *The two male members of the group sing backing vocals and play instruments.*
 - *Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture.*

- *ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.*

3. What are the style indicators in this song, ie how do I know this is ABBA's music?

- *There are two female singers singing the tune in unison which creates a certain vocal sound that we know to be ABBA.*
- *Male backing vocals.*
- *The use of the guitar and keyboard riffs throughout the song often backing up vocal lines. The piano riff used in this song is well known.*
- *The way the riffs build within the song to create a thicker texture.*
- *The chorus uses different lyrics with the same tune (like Super Trouper).*
- *Strong dance beat - Disco era of the 70s.*
- *This song tells a story.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction (Well known piano riff used)*
- *Chorus (Second half of the chorus)*
- *Verse 1 (With a one line bridge into the chorus, piano riff used between vocal lines)*
- *Chorus (Full)*
- *Introduction*
- *Verse 2 (With a one line bridge into the chorus)*
- *Chorus (Full)*
- *Tag ending*

Mamma Mia

Step 2 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)

- **Listen and Appraise - Dancing Queen by Abba:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Mamma Mia (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Mamma Mia**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Mamma Mia:** Continue to sing the song.
- Play Your Instruments with the Song:** New Musical Activity.

Notes

3. Perform

- **Performance - Mamma Mia:** Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Mamma Mia

Listen and Appraise Step 3

The Winner Takes It All by ABBA

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Mamma Mia' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

The Winner Takes It All by ABBA

Information about the Song

Like Mamma Mia, The Winner Takes It All is also a pop song by ABBA. It was released in 1980 and is a ballad reflecting the end of a romance.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *A solo female voice in the verse and male and female backing vocals in the chorus.*
- The backing/accompaniment: how many instruments? Which ones? *The piano takes the lead in this song. Keyboards, drums and bass guitar follow.*
- Which instruments plays the solo? *There are no improvised solos in this song. The piano features at the beginning and end of the song. A similar piano riff is used in Mamma Mia.*
- Is there a hook? *Yes: it's in the chorus. The words are 'The winner takes it all.'*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The song starts with a thin texture of piano and a solo female voice. As the song progresses into the second verse the drums and bass guitar enter and thicken the texture. Backing vocals thicken the vocal texture in the chorus. The final verse has a thinner texture like the beginning of the song.*
- The tempo: is it fast, slow or inbetween? *Slow*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song and are used in different places. See structure of the song below.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A timeless pop song from the 70s.*
2. What are the style indicators of ABBA's music?
 - *There are always 4 singers.*
 - *The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA.*
 - *The two male members of the group sing backing vocals and play instruments.*
 - *Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture.*
 - *ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.*
3. What are the style indicators in this song, ie how do I know this is ABBA's music?
 - *One female solo voice used with male and female backing vocals.*
 - *The use of solo piano throughout joined later by keyboard, drums and bass guitar.*

- *The way the riffs build within the song to create a thicker texture.*
- *A ballad from the early 80s.*
- *This song tells a story.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction (piano and some keyboards)*
- *Verse 1 (female solo voice, piano, keyboards no drums)*
- *Chorus 1*
- *Verse 2 (drums come in).*
- *Chorus 2 (different words to chorus 1)*
- *Chorus 3 (different words again with backing vocals)*
- *Verse 3 (added piano riffs and backing vocals)*
- *Chorus 4 (different words with backing vocals)*
- *Chorus 5 (different words with backing vocals)*
- *Verse 3 (as verse 1 with piano and keyboards, no drums)*
- *Chorus 6 (different words with piano riffs and backing vocals and drums)*

Mamma Mia

Step 3 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)

- **Listen and Appraise - Waterloo by Abba:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Mamma Mia (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Mamma Mia**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Mamma Mia:** Continue to sing the song.
- Play Your Instruments with the Song:** Revisit your learning from the last step.
- Improvise with the Song:** New Musical Activity: Sing, Play and Copy back, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).

Notes

3. Perform

- **Performance - Mamma Mia:** Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Mamma Mia

Listen and Appraise Step 4

Waterloo by ABBA

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Mamma Mia' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Waterloo by ABBA

Information about the Song

Like Mamma Mia, Waterloo is also a pop song, with a Disco beat, by ABBA. This song won ABBA the Eurovision Song Contest in 1974 and began their path to worldwide fame.

Waterloo is a song about a girl who is about to surrender to romance, as Napoleon had to surrender at the Battle of Waterloo in 1815.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Two female vocalists with two male backing vocalists.*
- The backing/accompaniment: how many instruments? Which ones? *Piano takes the lead but there are also keyboard, electric guitar, bass guitar and drums. In this song you can hear a saxophone in the chorus.*
- Which instruments plays the solo? *There are no improvised solos but there are prominent piano riffs throughout the song. A similar piano riff is used in Mamma Mia and The Winner Takes It All.*
- Is there a hook? Yes: *it's in the chorus. The words are 'Waterloo'*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture is quite steady but the saxophone thickens it in the chorus. The piano riffs and backing vocals add texture from time to time.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song and are used in different places. See structure of the song below.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A timeless pop song from the 70s.*
2. What are the style indicators of ABBA's music?
 - *There are always 4 singers.*
 - *The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA.*
 - *The two male members of the group sing backing vocals and play instruments.*
 - *Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture.*
 - *ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.*

3. What are the style indicators in this song, ie how do I know this is ABBA's music?

- *Two female voices used with male backing vocals.*
- *The use of solo piano riffs throughout.*
- *The way the riffs build within the song to create a thicker texture.*
- *A pop/disco beat used from the 70s.*
- *The song is telling us a story.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1*
- *Bridge*
- *Chorus*
- *Intro*
- *Verse 2*
- *Bridge*
- *Chorus*
- *Bridge*
- *Chorus*
- *Tag ending*

Mamma Mia

Step 4 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)

- **Listen and Appraise - Waterloo by Abba:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Mamma Mia (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Mamma Mia**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Mamma Mia** Sing the song.
- Play Your Instruments with the Song:** Option to revisit your learning from the last step.
- Improvise with the Song:** Revisit Sing, Play and Copy back, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).
- Compose with the Song:** New Musical Activity for this step.

Notes

3. Perform

- **Performance - Mamma Mia:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Mamma Mia

Listen and Appraise Step 5

Super Trouper by ABBA

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Mamma Mia' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Super Trouper by ABBA

Information about the Song

Like Mamma Mia, Super Trouper is also a pop song, with a Disco beat, by ABBA. Super Trouper was a hit single in 1980 and is a well known song from the film Mamma Mia.

The song title, "Super Trouper", refers to the huge spotlights used in stadium concerts when ABBA were on tour. They preferred recording in the studio rather than touring, so the lyrics tell us a love story in typical ABBA style that is happy but tinged with sadness.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Female lead vocals with male and female backing vocals, again the 4 voices. The backing vocal are rhythmic, 'Sou-p-per Trou-p-per' and answer the main vocal line.*
- The backing/accompaniment: how many instruments? Which ones? *In the introduction female voices only, a capella, then bass guitar, drums and keyboard join in. There is no piano in this song.*
- Which instruments plays the solo? *There are no solos in this song and no featured instruments.*
- Is there a hook? *There are two main hooks in the chorus. The words are 'Sup-p-er Troupp-er' and 'Feeling like a number one.'*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The song starts with a capella female voices. When the instruments enter the texture changes and there is only one female voice singing until the chorus when the backing vocals come in. The male backing vocals sing a rhythmic riff throughout the chorus: 'Sup-p-er Troup-p-er'*
- The tempo: is it fast, slow or inbetween? *Inbetween, disco beat.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics stay the same.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song and are used in different places. See structure of the song below.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A timeless pop song from the 70s.*
2. What are the style indicators of ABBA's music?
 - *There are always 4 singers.*
 - *The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA.*
 - *The two male members of the group sing backing vocals and play instruments.*
 - *Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture.*

- *ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.*

3. What are the style indicators in this song, ie how do I know this is ABBA's music?

- *One then two female voices used with male backing vocals.*
- *Backing vocals echoing the main vocal line in the verse and chorus.*
- *The chorus uses different lyrics but the same tune (like Waterloo).*
- *A pop/disco beat used from the 80s.*
- *The song is telling us a story.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction - a capella , female vocal*
- *Introduction 2 - instrumental*
- *Verse 1 - female vocal solo*
- *Bridge*
- *Chorus 1 - with backing vocals*
- *Chorus 2 - with backing vocals Instrumental introduction*
- *Verse 2 - with backing vocals*
- *Bridge*
- *Chorus 1 - with backing vocals*
- *Interlude - vocal and instrumental*
- *Chorus 2 - with backing vocals*
- *Chorus 1 - with backing vocals*
- *Chorus 2 - with backing vocals*
- *Chorus 1 and chorus 2 have different lyrics but the same tune.*

Mamma Mia

Step 5 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)

- **Listen and Appraise - Super Trouper by Abba:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Mamma Mia (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Mamma Mia**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Mamma Mia:** Sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes

3. Perform

- **Performance - Mamma Mia:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Mamma Mia

Listen and Appraise Step 6

Thank You For The Music by ABBA

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Mamma Mia' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Thank You For The Music by ABBA

Information about the Song

Thank You For The Music is a celebratory ballad by ABBA and was released as a single in 1983.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Solo female singer with the other three singers joining in the chorus with backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *The song starts with solo piano and solo female voice. They are joined from the chorus onwards by guitar, keyboard, bass guitar and drums.*
- Which instruments plays the solo? *The piano plays a solo introduction and outro.*
- Is there a hook? Yes, *in the chorus: Thank You For The Music.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture starts off thin with solo voice and solo piano and as the other instruments join, so the texture thickens. It thins out again at the end.*
- The tempo: is it fast, slow or inbetween? *Quite slow ballad style. The song slows down during the interlude towards the end. but speeds up again to the original tempo. You can see where this is below in the structure of the song.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Where the texture is thick, the dynamics are louder.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song and are used in different places. See structure of the song below.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A timeless pop song from the 70s.*
2. What are the style indicators of ABBA's music?
 - *There are always 4 singers.*
 - *The two female members of the group always sing the tune, often in unison which gives the distinctive sound that we recognise as ABBA.*
 - *The two male members of the group sing backing vocals and play instruments.*
 - *Their songs use different instrumental riffs that often echo the vocal lines. Piano and keyboard are mainly used for this which builds a thick texture.*
 - *ABBA's songs usually tell a story and range from ballads to disco with a strong dance beat.*
3. What are the style indicators in this song, ie how do I know this is ABBA's music?
 - *Female voices used with male backing vocals.*
 - *The use of solo piano throughout.*
 - *The way the riffs build within the song to create a thicker texture.*

- *A pop ballad used from the 80s.*
- *The song is telling us a story.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction - solo piano*
- *Verse 1 - solo female vocal accompanied by solo piano*
- *Chorus - other singers and instruments join*
- *Verse 2 - solo female vocal with piano, keyboard, bass guitar and drums*
- *Chorus*
- *Interlude - slightly slower female solo vocal with no bass or drums*
- *Chorus - all join and back to original tempo*
- *Outro - piano with vocal tag ending*

Mamma Mia

Step 6 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of ABBA's music)

- **Listen and Appraise - Thank You For The Music by Abba:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Mamma Mia (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Mamma Mia**
- Flexible Games (an optional extension activity).**
- Learn to Sing the Song - Mamma Mia:** Sing the song.
- Play your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes

3. Perform

- **Performance - Mamma Mia:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	