

# Music

## Medium Term Plan

### Y6 - Songs of WW2 (Kapow)

### Autumn 1



Y6 - Songs of WW2 (Kapow)		The Pillars of Progression		Vocabulary of Interrelated Dimensions	
<b>Class Text</b>	Letters from the Lighthouse, Anne Frank, Goodnight Mister Tom	<b>Technical</b>	Competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)	<b>Pulse</b>	The regular heartbeat of the music. Steady beat.
<b>Hook</b>	Children to launch their WW2 History topic by listening to and experiencing a range of music throughout history.	<b>Constructive</b>	Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.	<b>Rhythm</b>	Long and short sounds or patterns that happen over the pulse.
<b>Topic Reflection</b>	Celebration of learning in music and history through the WW2 celebration event.	<b>Expressive</b>	Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.	<b>Pitch</b>	High and low sounds.
<b>Topic Outcome</b>	Children will use musical and comparative language to discuss music from a range of eras. Children will learn and follow the melody like and learn a counter melody to perform in a group.			<b>Tempo</b>	Speed of the music- fast, slow or in-between.
				<b>Dynamics</b>	How loud or quiet the music is.
				<b>Timbre</b>	All instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)
				<b>Texture</b>	Layers of sound working together to make music very interesting to listen to.
				<b>Structure</b>	Every piece of music has a structure (e.g. introduction, verse, chorus, ending)

Composer:		
<b>Ludwig Van Beethoven</b>	Beethoven was a German composer like Bach and Handel. Beethoven wrote classical music for the piano and orchestras. His best works are his third, fifth, sixth and ninth symphonies. Beethoven lived when the piano was still a new instrument and when he was a young man he was a talented pianist. Beethoven was popular with the rich and important people in Austria where he lived. In 1801 he began to lose his hearing. By 1817 he was completely deaf. He continued to compose some of his greatest works.	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=ws2kRapMhl">https://www.youtube.com/watch?v=ws2kRapMhl</a></li> <li>• <a href="#">Beethoven – Moonlight Sonata (FULL) – YouTube</a></li> <li>• <a href="#">Ludwig van Beethoven – Symphony No. 9 (Full) – YouTube</a></li> <li>• <a href="#">Ludwig Van Beethoven – YouTube</a></li> </ul>

Previous Skills	
Engage in discussion about the sounds of an orchestral piece. Use a selection of varied vocabulary in response to pieces of music. Change dynamics and pitch, differentiating between the two.	Take the role of the conductor or follow a conductor. Change texture within their group, improvisation and talk about its effect. Create a graphic score to represent sound.

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 1	Listening	LO: Use musical vocabulary to identify features of different eras of music.	Children to listen to the PowerPoint on Kapow (link with history). Listen to the two songs on Kapow and compare using the sentence stems. Children to complete the comparative activity to discuss the music. Children to have the descriptive sheet to support. Write on large paper to compare the two. Feedback for the class.	I can talk about songs I have experienced using comparative language. I can use fact and opinions to compare songs.	Vocabulary: music, morale, Britain, troops, frontline, Vera Lynn, contrast, musical terms, tempo. Sentence stems: This piece is similar to... because... This piece is different to... because... .. reminds me of... because... I like... about the piece but I don't like... I have noticed that... and... both...
Lesson 2	Performing	LO: Improve accuracy in pitch control, singing with expression and dynamics.	Children to complete some of the vocal warm ups. Use the guidance sheet. Use the teacher guidance video or the music sheet to learn the song The White Cliffs of Dover.	I can follow a melody. I can sing the lyrics with meaning. I can sing some sections quieter and some sections louder.	Vocabulary: higher and lower, diaphragm, melody, phrase. Sentence stems: The lyrics make me feel... I like the song because... I find the song easy to sing because... I find the song hard to sing because... I noticed... about the pitch when...
Lesson 3	Performing, listening	LO: Identify pitches within an octave when singing.	Listen to the Do Re Mi soundtrack. Use the presentation Soffa ladder. Use the pupil video to support teaching. Children to look at the pattern of Do Re Mi and how this links to higher and lower pitch of The White Cliffs of Dover. Refer back to the previous lessons and sing The White Cliffs of Dover.	I can use the word pitch and higher and lower when discussing my work. I can begin to read and interpret a graphic score. I can use colour-coded pitches on a notated score to sing in time with my group.	Vocabulary: graphic score, pitch, do re mi, so fa ti la, higher and lower. Sentence stems: I feel... when I sing a high/low pitch.

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 4	Performing, listening	LO: Use knowledge of pitch to develop confidence when singing in parts.	Repeat the vocal warm-ups. Recap on The White Cliffs of Dover melody. Use the pupil video to learn the counter melody. Play the backing track through again and get the children to rub their hands when they hear the counter melody. Sing through the melody and counter melody once again.	I can follow a melody line. I can sing a counter melody while listening to another melody.	Vocabulary: counter melody, harmony, phrasing. Sentence stems: I can feel... muscles when I warm up. I feel... when I warm up. It is important to warm up because...
Lesson 5	Performing and composing	LO: Notate a melody using pitches up to an octave.	Listen to the Do Re Mi soundtrack. Use the presentation Sofa ladder. Use the pupil video to support the teaching. Use the Do, Re, Mi to notate some of their own melodies. Listen to and sing as a group the melody and counter melody tracks separately and then sing together. The children will use the written notated sheets to follow when singing. Split the class into two parts and each has the opportunity to sing the melody and counter melody. Discuss the pitch at leach point.	I can identify higher and lower pitches through notation. I can use colours to notate the melody. I can talk about the Sofa pitches and which are higher and lower.	Vocabulary: melody, pitch, sofa, counter melody. Sentence stems: I like the melody because... The... is easier for me to sing because... The... is harder for me to sing because...
Lesson 6	<b>Performance - WW2 celebrations with parents or KS2</b>				

## Endpoints:

### **Knowledge, skills and understanding:**

Discuss musical eras in context using musical and comparative language.

Represent changes in pitch, dynamics and texture using notation and musical vocabulary.

Identify the ways that features of a song can complement one another to create a coherent overall effect.

Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression.

Perform by following a conductor cues and directions.

Know that the solfa syllables represent the pitches in an octave.

A counter subject or counter melody provides a contrast to the main melody.

Know that the counter-melody is different to harmony because it uses a different rhythm as well as complementary notes