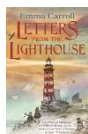


Medium Term Plan for Music

Y6- Autumn 1

Songs of WW2 (Kapow)

Class Text:



Hook:

Children to launch their WW2 History topic by listening to and experiencing a range of music throughout history.

Topic Outcome: 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.

Topic Reflection:

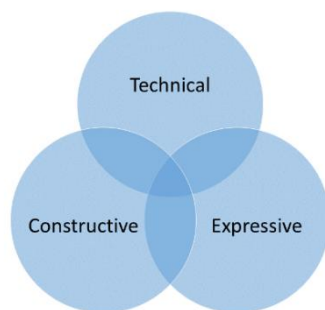
Celebration of learning in music and history through the WW2 celebration event.

The Pillars of Progression

Technical- competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)

Constructive- Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

Expressive- Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.



Performing composing and listening

Composer



Ludwig Van Beethoven

Beethoven was a German composer like Bach and Handel. Beethoven wrote classical music for the piano and orchestra. His best works are his third, fifth and 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 continues to compose some of his greatest works.

- <https://www.youtube.com/watch?v=wsz2KRqpMhI>
- Beethoven - Moonlight Sonata (FULL) - YouTube
- Ludwig van Beethoven - Symphony No. 9 (Full) - YouTube
 - Ludwig Van Beethoven - YouTube

Vocabulary of Interrelated Dimensions

Pulse- the regular heartbeat of the music. Steady beat.

Rhythm- long and short sounds or patterns that happen over the pulse.

Pitch- high and low sounds.

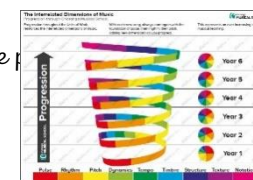
Tempo- speed of the music- fast, slow or in-between.

Dynamics- how loud or quiet the music is.

Timbre- all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the piano)

Texture- layers of sound working together to make music very interesting to listen to.

Structure- every piece of music has a structure (e.g. introduction, verse, chorus, ending)



Previous Knowledge, skills and understanding

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.

| | <u>Pillar of Progression</u> | <u>Learning Objective</u> | <u>Lesson Outcome</u> | <u>Success Criteria</u> | <u>Vocabulary and language structures</u> |
|-----------------|-------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 to the class. | I can talk about songs I have experienced using comparative language. I can use fact and opinions to compare songs. | Music, morale, Britain, troops, frontline, Vera Lynn, contrast, musical terms, tempo. 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. | Higher and lower, diaphragm, melody, phrase. The lyrics make me feel... I like the song because... I find the song easy to sing because... I find the song hard to song because... I noticed... about the pitch when... |

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|-----------------|--------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 3 | Performing, listening | LO: Identify pitches within an octave when singing. | <p>Listen to the 'Do Re Mi' sound track.</p> <p>Use the presentation 'Solfa ladder'. Use the pupil video to support the teaching.</p> <p>Children to look at the pattern of 'Do Re Mi' and how this links to the higher and lower pitch of The White Cliffs of Dover.</p> <p>Refer back to the previous lesson and sing The White Cliffs of Dover.</p> | <p>I can use the word pitch and higher and lower when discussing my work.</p> <p>I can begin to read and interpret a graphic score.</p> <p>I can use colour-coded pitches on a notated score to sing in time with my group.</p> | <p>Graphic score, pitch, do re mi so fa la ti, higher and lower.</p> <p>I feel ... when I sing a high/low pitch.</p> |
| Lesson 4 | Performing, listening | LO: Use knowledge of pitch to develop confidence when singing in parts. | <p>Repeat the vocal warm ups.</p> <p>Recap on The White Cliffs of Dover melody.</p> <p>Use the pupil video to learn the counter melody.</p> <p>Play the backing track through again and get the children to rub their hands when they hear the counter melody.</p> <p>Sing through the melody and counter melody once again.</p> | <p>I can follow a melody line.</p> <p>I can sing a counter melody while listening to another melody.</p> | <p>Counter melody, melody, harmony, phrasing</p> <p>I can feel ... muscles when I warm up.</p> <p>I feel... when I warm up.</p> <p>It is important to warm up because...</p> |
| Lesson 5 | Performing and composing | LO: Notate a melody using pitches up to an octave. | <p>Listen to the 'Do Re Mi' sound track.</p> <p>Use the presentation 'Solfa ladder'. Use the pupil video to support the teaching. Use the Do, Re, Mi to notate some of their own melodies.</p> | <p>I can identify higher and lower pitches through colours.</p> <p>I can use colours to notate a counter melody.</p> <p>I can talk about the Solfa pitches, and which are higher and lower.</p> | <p>Melody, pitch, solfa, counter melody</p> <p>I like the melody because...</p> <p>The ... is easier for me to sing because...</p> <p>The ... is harder for me to sing because...</p> |

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| | | | <p>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 each point.</p> | | |
| Lesson 6 | Performance- WW2 celebrations with parents or KS2 | | | | |
| Endpoints: | <p>Knowledge, skills and understanding:</p> <p>Discuss musical eras in context using musical and comparative language.</p> <p>Represent changes in pitch, dynamics and texture using notation and musical vocabulary.</p> <p>Identify the ways that features of a song can complement one another to create a coherent overall effect.</p> <p>Sing songs in two or more secure parts from memory with accuracy, fluency, control and expression.</p> <p>Perform by following a conductor cues and directions.</p> <p>Know that the solfa syllables represent the pitches in an octave.</p> <p>A counter subject or counter melody provides a contrast to the main melody.</p> <p>Know that the counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> | | | | |