




National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> ➤ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ➤ Develop an understanding of the history of music ➤ Listen with attention to detail and recall sounds with increasing aural memory ➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ➤ Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • <i>What do you know about WW2?</i> • <i>Who was involved in WW2?</i> • <i>What was important about music in WW2?</i> • <i>Do you know anyone who was alive during that time?</i> • <i>What is the purpose of the songs?</i> • <i>Who is the song sending a message to?</i> • <i>Did you find out anything that surprised you?</i> • <i>Can you feel your diaphragm moving if you touch your tummy?</i> • <i>What do the lyrics mean to you?</i> • <i>How do you think people would have felt on hearing this song?</i> • <i>What does it feel like when we sing higher or lower?</i> • <i>What parts of the performance worked well?</i> • <i>What things could have been improved?</i> • <i>What new learning can you recall from this WWII unit?</i> • <i>What happened to our voices when the pitch went higher?</i> • <i>Are there any jumps in the pitch?</i> • <i>Are there any steps in the pitch?</i> • <i>What can you think of to help you sing the counter-melody, while the melody is being played?</i> • <i>What happens to our voices when the notes on the score go higher or lower?</i> • <i>Can you hear when the melody gets higher or lower?</i> • <i>Which muscles can you feel working as we warm up ready for singing?</i> • <i>What does it sound like when the pitch changes?</i> • <i>Which muscles can you feel working as we warm up ready for singing?</i> • <i>How does the counter-melody complement the melody?</i> • <i>How do you feel when you are singing the counter-melody?</i> • <i>Are there any differences in the phrases as we go through the song?</i> 		<p>Knowledge</p> <ul style="list-style-type: none"> ✓ To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 ✓ To know that the Solfa syllables represent the pitches in an octave. ✓ A 'counter-subject' or 'counter-melody' provides contrast to the main melody. ✓ To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. 	<p>Morale Britain Troops Frontline Vera Lynn</p>	<p>History Key stage 2: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
	Technical Questions		Disciplinary Knowledge		Musicians and Composers
	<p><i>What tempo and performance techniques does each song use? (Is it fast or slow/ how is it played?)</i></p> <p><i>What is pitch? (How high or low the notes in the music are).</i></p> <p><i>What is a graphic score? (Pictures and symbols notating music).</i></p> <p><i>What is a harmony? (The sound of two or more notes heard).</i></p> <p><i>What is tempo? (How fast or slow the music is).</i></p>	<p><i>What is the melody? (A succession of pitches in rhythm).</i></p> <p><i>What is the counter-melody? (A different melody accompanying the main one – usually creating a harmony).</i></p> <p><i>What is a Sola scale? (The seven tones of the scale are named do, ray, me, fah, soh, lah and te and are arranged into ascending and descending scales where do is the note C).</i></p>	<p>Skills</p> <ul style="list-style-type: none"> ✓ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles ✓ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts ✓ Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ✓ Identifying the way that features of a song can complement one another to create a coherent overall effect. ✓ Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. ✓ Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 	<p style="text-align: center;">Technical Vocabulary</p> <p>Contrast Tempo Higher and lower Diaphragm Melody Phrase Graphic score Pitch Do Re Mi Fa So La Ti Higher and lower Counter-melody Harmony Phrasing</p>	<p>Walter Kent - White Cliffs of Dover</p> <p>Vera Lynn Hughie Charles Ross Parker We'll Meet Again</p> <p>George Henry Powell Pack Up Your Troubles</p>

			<ul style="list-style-type: none"> ✓ Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. ✓ Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. ✓ Performing with accuracy and fluency from graphic and staff notation and from their own notation. ✓ Performing by following a conductor's cues and directions... 		
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Assessment:					
Pupils with secure understanding indicated by:					
<ol style="list-style-type: none"> 1. I can identify higher and lower pitches through colours 2. I can use colours to notate a counter-melody 3. I can talk about the Solfa pitches, and which are higher and lower 					

Lesson 1				
Flashback Four		Learning Objectives		Star Knowledge
<u>Last Lesson:</u> <i>What is the structure of theme and variations? (A piece of music with one theme that is performed in a different way each section).</i>	<u>Last Topic:</u> <i>Why is an orchestra in a semi-circle shape? (So they can see the conductor and hear each other).</i>	<u>Learning Objective</u> To use musical vocabulary to identify features of different eras of music		'Pack Up Your Troubles' and 'Well Meet Again' are both Songs Of WW2 however have contrasting styles; contrasting tempo, pitch and dynamics are used to portray a different meaning.
<u>Last Year:</u> <i>How can you improve a singing or instrumental performance? (Add other elements such as expression, varying dynamics and movement)</i>	<u>Previous Key Stage:</u> <i>Which pitch is this note? (A)</i> 	<u>Success Criteria</u> I can talk about songs I have experienced using comparative language I can use fact and opinion to compare songs		

Lesson 2				
Flashback Four		Learning Objectives		Star Knowledge
<u>Last Lesson:</u> <i>Which two wartime songs did we learn last lesson and who were there composers? (We'll Meet Again' by Vera Lynn Hughie Charles and Ross Parker & 'Pack Up Your Troubles' by George Henry Powell)</i>	<u>Last Topic:</u> <i>How many beats is a semi-quaver worth? (A quarter of a beat).</i>	<u>Learning Objective</u> To improve accuracy in pitch and control, singing with expression and dynamics		I know to accurately sing 'The White cliffs of dover' I need to change my voice accordingly when the melody line gets higher and lower in parts of the
		<u>Success Criteria</u> I can follow the melody I can sing the lyrics with meaning I can sing some sections quieter and some sections louder		

<u>Last Year:</u> <i>What is 'Holi'?</i> <i>(The Hindu festival of colour)</i>	<u>Previous Key Stage:</u> <i>How many notes are in a Gamelan melody?</i> <i>(8)</i>	song and know that it was a wartime anthem to raise morale.
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Lesson 3		
Flashback Four	Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What was the purpose of the song 'The White Cliffs of Dover' by Walter Kent?</i> <i>(A song sung to troops abroad to raise morale)</i>	<u>Last Topic:</u> <i>How many beats is a quaver worth?</i> <i>(Half a beat).</i>	<u>Learning Objective</u> To identify pitches within an octave when singing <u>Success Criteria</u> <ul style="list-style-type: none"> I can use the words 'pitch' and 'higher/lower' when discussing my work I can read and interpret a graphic score I can use colour-code pitches on a notated score
<u>Last Year:</u> <i>How do you sing with confidence?</i> <i>(Sing with expression, breath control, diction and varied dynamics).</i>	<u>Previous Key Stage:</u> <i>How many notes are in the Slendro scale?</i> <i>(5)</i>	

Lesson 4		
Flashback Four	Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>The White Cliffs of Dover suggest any performance techniques for singing the song?</i> <i>(singing it smoothly, and accentuating the words)</i>	<u>Last Topic:</u> <i>Who wrote the Young Persons guide to the Orchestra?</i> <i>(Benjamin Britten).</i>	<u>Learning Objective</u> To use knowledge of pitch to develop confidence when singing in parts <u>Success Criteria</u> I can follow a melody line I can sing a counter-melody while listening to another melody
<u>Last Year:</u> <i>What is the master drummer in West African drumming?</i> <i>(The drummer who is in charge who usually does the call part of the call and response).</i>	<u>Previous Key Stage:</u> <i>How big is the gap between two notes an octave apart? (8 notes).</i>	

Lesson 5		
Flashback Four	Learning Objectives	Star Knowledge
<u>Last Lesson:</u> <i>What is a harmony?</i> <i>(A harmony is any vocal part that is sung with the melody but it is different)</i>	<u>Last Topic:</u> <i>Why is the piano classified as a percussion instrument?</i> <i>(Because the sound is made by hammers hitting strings).</i>	<u>Learning Objective</u> To be able to notate a melody using pitches up to an octave <u>Success Criteria</u> I can identify higher and lower pitches through colours

<p><u>Last Year:</u> <i>When you listen to music and see colours what is it called?</i> <i>(Synesthesia)</i></p>	<p><u>Previous Key Stage:</u> <i>Which one of these instrument is NOT usually in Gamelan?</i></p> <ul style="list-style-type: none">• <i>Tuned percussion</i>• <i>Gongs</i>• <i>Symbols</i>• <i>Piano</i>	<p>I can use colours to notate a counter-melody I can talk about the Solfa pitches, and which are higher and lower</p>	
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