

National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<ul style="list-style-type: none"> <li>➤ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>➤ Develop an understanding of the history of music</li> <li>➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>➤ Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>➤ Listen with attention to detail and recall sounds with increasing aural memory</li> <li>➤ Use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• What can you tell me about this kind of music?</li> <li>• Have you ever been to a musical theatre show?</li> <li>• What would you expect to see and hear if you went to a musical theatre show?</li> <li>• What are the key elements you would see in a musical or musical theatre?</li> <li>• What is this song about?</li> <li>• If musical theatre tells a story, do you think this song tells us more about the character or action (plot) of the story?</li> <li>• What is an action song?</li> <li>• What is a character song?</li> <li>• What is the music telling us?</li> <li>• What types of journey can you think of?</li> <li>• What could the song be about?</li> <li>• Would it be a character or action song?</li> <li>• Where could your scene be set?</li> <li>• What type of song would you compose?</li> <li>• How should your song make the audience feel?</li> <li>• Are you performing in time with your group?</li> <li>• Are you in tune with your group?</li> <li>• What makes a good performance?</li> <li>• What do you need to do in your performance?</li> <li>• What should you not do in your performance?</li> </ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>✓ To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>✓ To know that choreography means the organisation of steps or moves in a dance.</li> <li>✓ To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> </ul>	<ul style="list-style-type: none"> <li>• Opera</li> <li>• Operetta/Comic opera</li> <li>• Book musical</li> <li>• Jukebox musical</li> <li>• Rock/Hip-hop musical</li> <li>• Composer</li> <li>• Lyricist</li> <li>• Lyrics</li> <li>• Librettist</li> <li>• Director</li> <li>• Musical director</li> <li>• Choreographer</li> <li>• Designer</li> <li>• Performers</li> <li>• Book musical</li> <li>• Jukebox musical</li> <li>• Props</li> <li>• Backdrop</li> <li>• Costumes</li> </ul>	<p>Writing in narratives, creating settings, characters and plot.</p>
	<b>Technical Questions</b>		<b>Disciplinary Knowledge</b>	<b>Technical Vocabulary</b>	<b>Musicians and composers</b>
	<p><i>What is the libretto? (The spoken text).</i></p> <p><i>What people are involved in creating a musical/ musical theatre performance?</i>  <i>Composer, who writes the music.</i>  <i>Librettist, who writes the story.</i>  <i>Lyricist, who writes the lyrics for the songs.</i>  <i>Director, who is in charge of the dramatic performance.</i>  <i>Musical director, who is in charge of the musical performance.</i>  <i>Choreographer, who is in charge of the dancing.</i>  <i>Designer, who creates the sets and costumes.</i>  <i>Performers, who play the characters in the musical.</i></p> <p><i>What is an action song?</i>  <i>(A song that helps move forward the plot).</i></p> <p><i>What is a character song? (A song that suggests what the character is thinking or feeling).</i></p>	<p><i>What are 'comic operas' or 'operettas'? (opera-style music that also had spoken parts).</i></p> <p><i>What are some different types of musicals? (Opera, Hip-hop and Rock musicals, Comic opera, Jukebox musicals, Book musicals)</i></p> <p><i>What are Jukebox musicals? (A musical in which a majority of the songs are well-known popular music songs, rather than original music).</i></p> <p><i>What are the main features of musical theatre? (Catchy music, A mixture of different types of songs – solo, duet, ensemble, A live orchestra or band accompaniment, Spoken dialogue, Dance sequences, Costumes and sets. Usually performed in a theatre, but films can be musicals too and Often tell a story).</i></p> <p><i>What is a book musical? (A book musical is a show where the songs are used to tell that specific narrative).</i></p>	<p><b>Skills</b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>✓ Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>✓ Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>✓ Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>✓ Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>✓ Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>✓ Suggesting and demonstrating improvements to own and others' work.</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>✓ Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>✓ Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreography</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Tempo</li> <li>• Transitions</li> <li>• Structure</li> </ul>	

**Assessment:**

**Pupils with secure understanding indicated by:** performing in time and in tune with the rest of their group, with smooth transitions between elements.

**Pupils working at greater depth indicated by:** performing with expression and confidence, conveying the meaning and emotion of the character or event.

<b>Lesson 1</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<p><u>Last Lesson:</u> True or false: People can be taught to read and perform music from a graphic score.</p> <p><i>True</i></p>	<p><u>Last Topic:</u> What is Synaesthesia? <i>(Synaesthesia is a blending of the senses)</i></p>	<p><u>Learning Objective</u> To understand the history of musical theatre</p> <p><u>Success Criteria:</u></p> <p>I can identify at least three features of musical theatre I can describe some of the roles involved in making musical theatre I can place types of musicals accurately on a timeline</p> <p><u>Key skill:</u> Pupils know some key features of musicals and different types of musicals.</p>	<p>'Musicals' or 'musical theatre' will contain: A 'libretto' (the spoken text), lyrics (the words to the songs) and music.</p>
<p><u>Last Year:</u> <i>What is a Slendro scale? (notes A,C,D,E,G represented as numbers 1, 2, 3, 4, 5)</i></p>	<p><u>Previous Key Stage:</u> <i>What mood do songs played in a minor key show? (Sad, dark or scary).</i></p>		

<b>Lesson 2</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<p><u>Last Lesson:</u> <i>What three things do 'musicals' or 'musical theatre' contain? 'Musicals' or 'musical theatre' will contain: A 'libretto' (the spoken text), lyrics (the words to the songs) and music.</i></p>	<p><u>Last Topic:</u> What is a graphic score? <i>Another way (besides the more conventional 5-line stave) of notating music or sounds on a page.</i></p>	<p><u>Learning Objective</u> To identify character songs and action songs</p> <p><u>Success Criteria</u></p> <p>I can identify a character song I can identify an action song I can justify my opinions by giving examples</p> <p><u>Key skill:</u> Pupils can determine the difference between a character song and an action song.</p>	<p>Action songs tell the audience what is happening and character songs tell the audience more about how the character is feeling and what they are thinking.</p>
<p><u>Last Year:</u> <i>What are the different music elements found in Samba music? rhythm, pulse, texture, structure and dynamics</i></p>	<p><u>Previous Key Stage:</u> <i>How can you improve a singing performance? (By warming up your voice before singing).</i></p>		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> What is the difference between action songs and character songs in musical theatre? Action songs tell the audience what is happening and character songs tell the audience more about how the character is feeling and what they are thinking.</p>	<p><u>Last Topic</u> Instrumental and/or vocal timbres can be used to create what?  (colour or mood)</p>	<p><u>Learning Objective</u> To create a musical theatre scene</p> <p><u>Success Criteria</u></p> <p>I can work as part of a group I can plan a musical scene to tell the story of a journey I can think of or write a song that tells the story</p> <p><u>Key skill:</u> Pupils create a scene from a jukebox musical (using songs already written) and creating their own dialogue and choreography to go with it.</p>	<p>Musical theatre uses music, dialogue and dance to help tell the story.</p>
<p><u>Last Year:</u> What is syncopation? Syncopation is when the emphasis is not on the main beat of the music.</p>	<p><u>Previous Key Stage:</u> How can a rhythm be created? (Using long and short notes).</p>		

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> What is used in musical theatre to help tell the story? Music Dialogue Dance</p>	<p><u>Last Topic</u> What might the colour blue sound like?  (Various answers including: slow tempo, calm, quiet, minor key)</p>	<p><u>Learning Objective</u> To rehearse a musical theatre scene</p> <p><u>Success Criteria:</u></p> <p>I can work as part of a group I can perform in time with my group I can ensure that there are smooth transitions between spoken dialogue, singing and dancing</p> <p><u>Key skill:</u> Pupils rehearse their musical scene focusing on how they can express emotions using facial expressions, body language and tone of voice.</p>	<p>Performers can express emotions using their facial expressions, body language and tone of voice.</p>
<p><u>Last Year:</u> What type of instruments are usually used in Samba music? (Percussion instruments).</p>	<p><u>Previous Key Stage</u> What is a layered rhythm? (Where two or more rhythms are played at the same time).</p>		

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<p><u>Last Lesson:</u> How can a performer express their emotions onstage? Performers can express emotions using their facial expressions, body language and tone of voice.</p>	<p><u>Last Topic</u> True or false: People can be taught to read and perform music from a graphic score.  True</p>	<p><u>Learning Objective</u> To perform a musical theatre scene</p> <p><u>Success Criteria:</u></p> <p>I can perform in time with others in my group I can sing in tune and make sure my voice is loud and clear I can perform with expression to help convey emotion I can work as part of a group to make our scene a success I can ensure that there are smooth transitions between each element (speech, dance, song)</p> <p><u>Key skill:</u> Pupils can perform in a group without interruption, remembering lines, singing in tune and in time and dancing in time.</p>	<p>A good performance consists of: singing and dancing in tune and in time, cueing in lines and reacting to the action.</p>
<p><u>Last Year:</u> What is a 'break' in Samba music? A 'break' is Samba music is where some players do not play and others play a new rhythm – which they have not played before and the listener has not heard before. After the break, players go back to what they were playing.</p>	<p><u>Previous Key Stage:</u> What is an ensemble? (A group of musicians who perform together).</p>		