

Topic: Musical Theatre

**National Curriculum Objectives which are covered in this unit:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- 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.

**Model Music Curriculum Areas which are covered in this unit:**

- Singing
- Performing
- Listening
- Composing

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Lesson 1 – What is Musical Theatre?</b> An introduction to the concept of musical theatre; children learn about its history and how it has changed over time.</p> <p><b>LO:</b> To understand the history of musical theatre.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify at least three features of musical theatre.</li> <li>• I can describe some of the roles involved in making musical theatre.</li> <li>• I can place types of musicals accurately on a timeline.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> explaining what musical theatre is and being able to recall at least three features of this kind of music. <b>Pupils working at greater depth indicated by:</b> showing an understanding of the history of musical theatre by being able to place different types of musicals on a timeline. Using music vocabulary to describe the features of musicals, and being able to compare musical theatre to other genres previously studied.</p>	<p><b>Lesson 2 – Character or Action Song</b> Children learn to identify character and action songs and develop their understanding of the role of different songs within a musical production.</p> <p><b>LO:</b> To identify character songs and action songs.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify a character song.</li> <li>• I can identify an action song.</li> <li>• I can justify my opinions by giving examples.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> categorising songs as action songs or character songs. <b>Pupils working at greater depth indicated by:</b> drawing on their own experience to name songs from musical theatre and classifying them as either character or action songs or explaining why they may be both or neither.</p>	<p><b>Lesson 3 – Create your own Musical</b> Children apply what they have learned and plan their own musical theatre scene, including a song, dance and acting.</p> <p><b>LO:</b> To create a musical theatre scene.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can work as part of a group.</li> <li>• I can plan a musical scene to tell the story of a journey.</li> <li>• I can think of or write a song that tells the story.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> selecting appropriate existing music for their scene to tell the story of a journey. <b>Pupils working at greater depth indicated by:</b> composing relevant music for their scene which helps to tell the story of a journey.</p>	<p><b>Lesson 4 – Rehearsing my Musical</b> Once they have planned their musical, pupils decide on the roles of individuals within their group and rehearse their scene.</p> <p><b>LO:</b> To rehearse a musical theatre scene.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can work as part of a group.</li> <li>• I can perform in time with my group.</li> <li>• I can ensure that there are smooth transitions between spoken dialogue, singing and dancing.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. <b>Pupils working at greater depth indicated by:</b> suggesting improvements and guiding other people in their group to ensure that everyone performs in time and in tune.</p>	<p><b>Lesson 5 – Performing my Musical</b> To end the unit, the children perform their musical scene to the class.</p> <p><b>LO:</b> To perform a musical theatre scene.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can perform in time with others in my group.</li> <li>• I can sing in tune and make sure my voice is loud and clear.</li> <li>• I can perform with expression to help convey emotion.</li> <li>• I can work as part of a group to make our scene a success.</li> <li>• I can ensure that there are smooth transitions between each element (speech, dance, song).</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> performing in time and in tune with the rest of their group, with smooth transitions between elements. <b>Pupils working at greater depth indicated by:</b> performing with expression and confidence, conveying the meaning and emotion of the character or event.</p>
--	---	--	---	---

<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>EYFS</b>  Exploring Sound  Celebration Music  Music and Movement  Musical Stories  Transport  Big Band  <b>Year 1</b>  Keeping the Pulse (Theme: My Favourite Things)  Tempo (Theme: Snail and Mouse)  Dynamics (Theme: Seaside)  Sound Patterns (Theme: Fairytales)  Pitch (Theme: Superheroes)  Musical Symbols (Theme: Under the Sea)  <b>Year 2</b>  Call and Response (Theme: Animals)  Instruments (Theme: Storytelling)  Singing (Theme: On This Island)  Contrasting Dynamics (Theme: Space)  Structure (Theme: Myths and Legends)  Pitch (Theme: Musical Me)</p>	<p><b>Year 3</b>  Ballads  Creating Composition in Response to Animation (Theme: Mountains)  Developing Singing Technique and Keeping in Time (Theme: Vikings)  Pentatonic Melodies and Composition (Theme: Chinese New Year)  Instrumental Unit One (Theme: South Africa)  Traditional Instruments and Improvisation (Theme: India)  <b>Year 4</b>  Body and Tuned Percussion (Theme: Rainforests)  Rock and Roll  Changes in Pitch, Dynamics and Tempo (Theme: Rivers)  Haiku, Music and Performance (Hanami)  Samba and Carnival Sounds and Instruments  Adapting and Transposing Motifs (Theme: Romans)  <b>Year 5:</b>  Blues</p>
<p><b><u>Future learning</u></b></p>	<p><b>Year 4:</b>  Changes in Pitch, Dynamics and Tempo (Theme: Rivers)  Adapting and Transposing Motifs (Theme: Romans)  <b>Year 5:</b>  Composition Notation (Theme: Ancient Egypt)  South and West Africa  <b>Year 6:</b>  Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)  Songs of World War 2</p>	
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>Opera; operatta/comic opera; book musical; jukebox musical; rock/hip-hop musical; composer; lyricist; lyrics; librettist; direction; musical direction; choreographer; designer; performers</p>	
<p><b><u>Cross-curricular links</u></b></p>	<p><b>English</b>  Learning about musical theatre, listening to songs and summarising the purpose of the song.  <b>History</b>  Learning about the history of musical theatre.</p>	
<p><b><u>Enrichment</u></b></p>	<p><b>BBC Ten Pieces:</b> Composer: Bernstein – Mambo from Symphonic Dances</p> <p>Watch a small section of a musical theatre show, as voted by the class.</p>	
<p><b><u>Useful websites/resources</u></b></p>	<p><b>Kapow Music</b>  <b>BBC Teach</b>  <b>BBC Ten Pieces</b>  <b>Rocksteady Feel Good Friday</b></p>	