

Topic: Songs of World War 2

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.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- 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>Lesson 1 – Singing for Victory <i>Using musical vocabulary to describe features of the music of World War 2.</i></p> <p>LO: To use musical vocabulary to identify features of different eras of music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can talk about songs I have experienced using comparative language. • I can use facts and opinions to compare songs. <p>Assessing progress and understanding Pupils with secure understanding indicated by: using musical and comparative language in discussion. Pupils working at greater depth indicated by: using more complex words when comparing songs from both periods.</p>	<p>Lesson 2 – The White Cliffs of Dover <i>Pupils develop their accuracy in pitch and control and ability to sing with expression and dynamics.</i></p> <p>LO: To improve accuracy in pitch and control, singing with expression and dynamics.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can follow the melody. • I can sing the lyrics with meaning. • I can sing some sections quieter and some sections louder. <p>Assessing progress and understanding Pupils with secure understanding indicated by: answering questions accurately and following the melody line. Pupils working at greater depth indicated by: singing with confidence and the ability to copy back phrasing and breathing.</p>	<p>Lesson 3 – Pitch Up <i>Children learn how to identify pitches within an octave by exploring the pitch and tempo of the song ‘Do-Re-Mi and the war-time song ‘The White Cliffs of Dover’.</i></p> <p>LO: To identify pitches within an octave when singing.</p> <p>Success criteria</p> <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. <p>Assessing progress and understanding Pupils with secure understanding indicated by: following the scores with a good sense of timing, showing understanding of which section of pitch, they are singing. Pupils working at greater depth indicated by: notating without support, showing knowledge of note names.</p>	<p>Lesson 4 - Harmonise <i>Children use their knowledge of pitch to develop confidence when singing different parts and challenge themselves to sing something that is different to what they are hearing.</i></p> <p>LO: To use knowledge of pitch to develop confidence when singing in parts.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can follow a melody line. • I can sing a counter-melody while listening to another melody. <p>Assessing progress and understanding Pupils with secure understanding indicated by: singing the correct words at the correct time. Pupils working at greater depth indicated by: singing the counter-melody strongly and accurately.</p>	<p>Lesson 5 – Let’s Notate <i>Pupils learn how to notate a melody using pitches up to an octave.</i></p> <p>LO: To be able to notate a melody using pitches up an octave.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify higher and lower pitches through colours. • I can use colours to notate a counter-melody. • I can talk about the Solfa pitches, and which are higher and lower. <p>Assessing progress and understanding Pupils with secure understanding indicated by: following the scores with a good sense of timing; reflecting the timing of the song they are singing; recalling the counter-melody line. Pupils working at greater depth indicated by: notating without support; showing knowledge of note names.</p>
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<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p> <p>Year 1 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)</p> <p>Year 2 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>Year 3 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)</p>	<p>Year 4 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)</p> <p>Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p>
<p>Future learning</p>	<p>Year 6 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers' Song</p>	
<p>Key vocabulary to be explicitly taught</p>	<p>Accuracy; backing track; compare; contrast; complement; control; countermelody; diaphragm; dynamics; era; expression; features; graphic score; harmony; harmonise; lyrics; melody; melody line; morale; notate; octave; parts; performance techniques; phrase; phrasing; pitch; purpose; score; Solfa; Solfa ladder; tempo</p>	
<p>Cross-curricular links</p>	<p>History Sharing facts about World War II, considering how the music of the time reflected events and public feeling</p> <p>PSHE Considering the feelings evoked by the songs of WW2</p>	
<p>Enrichment</p>	<p>BBC Ten Pieces: Composer: Gustav Holst – The Planets – Mars, the Bringer of War. Learn about the composer and the piece of music he created in anticipation of World War 1.</p> <p>Rocksteady – Feel Good Friday: Composer: Gustav Holst – The Planets – Mars, the Bringer of War – what does 'bringer of war' sound like? (Friday 8th November, Rock Heroes).</p>	

	<p>Listen to the BBC Sounds interview with Dame Vera Lynn from Chris Evans Breakfast Show, section about her singing for the troops.</p> <p>Visitor to talk about WW2 and music of the time (great-grandparent or other family member).</p> <p>BBC Teach: Listen to 'Sounds of World War 2' and watch news coverage from WW2 to help immerse the children and encourage them to think about how people of the time might have felt, and how music had an impact.</p> <p>Watch the clip from The Sound of Music: Do-Re-Mi song.</p> <p>Performing learnt songs for residents at Clayton Manor and Astbury Care Home.</p>
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday