

Subject: Music	
Key Concept/ Theme: appraisal, listening, composing and performing/ World War 2	
Key Music: <i>'In the Mood', 'London Pride', 'Hang out the washing on the Siegfried Line', 'We'll meet again', 'Pack up your troubles', 'It's a long way to Tipperary'</i>	
Vocabulary for unit: Core – appraise, pitch, tempo, dynamics, texture, duration, song, melody, lyrics, verse, chorus, expression, names of musical instruments Aspirational – improvisation, composition, soundscape, timbre, legato	
Federation/school specific areas to cover: range of percussion instruments	
1.	Prior learning reconnection: <i>Can you remember what pitch, tempo, dynamics, duration and texture in music mean?</i> Cross-curricular links: World War 2 LO: We are learning to appraise music using vocabulary accurately. <i>Activity ideas to achieve the LO: Listen to the instrumental piece 'In the Mood' by Glenn Miller and his Orchestra. Listen to the song 'London Pride' by Noel Coward. Listen to the song 'Hang out the washing on the Siegfried Line' by the Two Leslies. Use the worksheet provided or create your own work to describe the music using emotions and musical vocabulary.</i> Vocabulary focus for this lesson: appraise, pitch, tempo, dynamics, texture, duration Possible misconceptions to consider: children unable to use musical vocabulary accurately
2.	Prior learning reconnection: <i>Can you remember what pitch, tempo, dynamics, duration and texture in music mean?</i> Cross-curricular links: World War 2 LO: We are learning to research about significant musicians. <i>Activity ideas to achieve the LO: Use the notes that you've taken to prepare an information leaflet/ poster about Vera Lynn.</i> Vocabulary focus for this lesson: appraise, pitch, tempo, dynamics, texture, duration Possible misconceptions to consider: children to take down incorrect notes for research

3.	<p>Prior learning reconnection: <i>Can you remember what pitch, tempo, dynamics and duration in music mean?</i></p> <p>Cross-curricular links: World War 2</p> <p>LO: We are learning to improvise a soundscape.</p> <p><i>Activity ideas to achieve the LO: Explore a range of tuned and un-tuned percussion instruments that bang, shake and scrape. Can you make your instrument represent something from World War 2? Can you fit your World War 2 sound to a rhythmic pattern? Can you layer different World War2 sounds and rhythmic patterns together? Can you record your ideas down on your soundscape worksheet based on the example?</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, texture, duration, improvisation, timbre</p> <p>Possible misconceptions to consider: children unable to play the musical instruments appropriately</p>
4.	<p>Prior learning reconnection: <i>What is 'timbre' in music?</i></p> <p>Cross-curricular links: World War 2</p> <p>LO: We are learning to match improvisation ideas to film clips.</p> <p><i>Activity ideas to achieve the LO: Explore a range of tuned and un-tuned percussion instruments that bang, shake and scrape. Can you make your instrument represent something from World War 2 and the video clip? Can you fit your World War 2 sound to a rhythmic pattern, suitable for the video clip? Can you layer different World War 2 sounds and rhythmic patterns together so they fit to what is happening in the video clip?</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, texture, duration, improvisation, timbre</p> <p>Possible misconceptions to consider: children unable to play the musical instruments appropriately</p>
5.	<p>Prior learning reconnection: <i>Can you remember what pitch, tempo and dynamics in music mean?</i></p> <p>Cross-curricular links: World War 2</p> <p>LO: We are learning to sing in two parts with confidence and expression.</p> <p><i>Activity ideas to achieve the LO: Appraise, learn and perform 'Pack up your troubles' and 'It's a long way to Tipperary'</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, song, melody, lyrics, verse, chorus, expression</p> <p>Possible misconceptions to consider: children unable to sing the melody accurately or sustain par singing</p>
6.	<p>Prior learning reconnection: <i>What is 'expression' in music?</i></p> <p>Cross-curricular links: World War 2</p> <p>LO: We are learning to sing using legato.</p> <p><i>Activity ideas to achieve the LO: Appraise, learn and perform 'We'll meet again'</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, song, melody, lyrics, verse, chorus, expression, legato</p> <p>Possible misconceptions to consider: children unable to sing the melody accurately</p>

	End of unit quiz: Match 'pitch', 'tempo' and 'dynamics' to their relevant description: High/ low - Fast/ slow - Loud/ soft – What is 'duration' in music? What is 'texture' in music? What is 'timbre' in music?
<u>End point:</u> <ul style="list-style-type: none"> • Have a knowledge of songs from World War 2. • Perform with confidence, building to sustaining two-part singing. • Put on a class performance (recorded or live). 	
<u>Adaptions:</u> <ul style="list-style-type: none"> • resources (technology, physical/concrete) • location of the lesson • groupings/.staffing support • SEND/Inclusion 	