

## Spring Term Overview YEAR 5/6 – Music

Spring Term Book(s) – Goodnight Mister Tom	
Topic – World War Two	Guide Time = 5 Lessons (Spring 1&2)
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>- Teacher judgment</li> <li>- Low stakes assessment quizzes throughout the term based on VIPs and key learning.</li> <li>- Short quizzes on slides</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	<p><u>Canon Book – Goodnight Mister Tom</u>          Pupils will have prior skills and experiences of using their voices expressively and creatively by singing songs and speaking chants and rhymes.          They will have had some experience in playing tuned and un-tuned instruments musically.          They will have had some experience in listening with concentration and understanding to a range of high-quality live and recorded music          They will have experimented with, created, selected and combined sounds using the inter-related dimensions of music.          Children will already have some understanding of the inter-related dimensions of music such as pitch, rhythm and pulse.          Specific link to war when studying Modern Era Period – links to Vera Lynn and the impact on soldiers.          Children will build on their knowledge of the history of music by placing these on a timeline and understanding each era in detail.</p>
<b>Links to other learning (cross fertilisation)</b>	<p><u>History of Music</u> – The adaptation of music through time and how they have changed. Linked to war and the influence of music/lyrics during wartime (links to current and past musical eras – relate and compare to music today – how music has evolved over time).          Placing famous composers through time using timelines.  <u>English/reading comprehension skills</u> – children will develop their written skill by justifying their explanations based on their own experiences (listening to and reading lyrics to famous compositions and songs).          They will read lyrics and evidence their understanding based on what they have read/learned.</p>
	<p><b>Very Important Points (VIPs):</b></p> <p>There are six main musical periods that can be identified throughout history.</p> <p>Renaissance was the first reported musical period in history.</p> <p>In old French, Renaissance means 'rebirth'.</p> <p>The Baroque period refers to music and composers roughly between 1600 and 1750.</p> <p>A trill is when a musician quickly plays two notes, one after the other.</p> <p>The Classical period refers to music and composers roughly between 1750 and 1827.</p> <p>The piano was used more in classical composition, rather than the harpsichord from the Baroque era.</p> <p>During the Classical period, a larger range of woodwind instruments were included.</p> <p>The Romantic period refers to music and composers roughly between 1827 and 1900.</p> <p>Music from the Romantic era contained emotion, energy and passion in the pieces.</p>

	<p><u>ICT</u> – background research of musical eras – use of the internet using sources.</p> <p><u>Geography</u> – Explore where famous composers have come from, locate them on the map, carry out research about these countries.</p> <p><u>Science</u> – links to sound (catch-up from Year 4) and how it travels and how we hear it.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u>      Explore how satellites are used to transmit music in space – can it be done?</p> <p><u>The World Around Us:</u>      Do these musical eras differ in some countries?</p> <p><u>Modern Britain:</u>      What era are we in now? How can you tell?</p> <p><u>Healthy Bodies &amp; Healthy Minds:</u>      How can music benefit your mental health? Explain how.</p> <p><u>Culture:</u>      How is music used to celebrate different occasions around the world (Brazil/ carnival)?</p> <p><u>Technology in Action:</u>      Explore how the use of technology in music has changed throughout time and the impact this has had on musical eras.</p>	<p>Music from the Romantic era didn't always end in the key that it started in - it had many twists and turns.</p> <p>The Modern period refers to music and composers roughly between the late 1800's and 1950.</p> <p>Music from the Modern era had an impact on people throughout war.</p> <p><b>Fat Questions:</b></p> <p>Has music changed over time?</p> <p>Why has music changed over time?</p> <p>Has the popularity of certain music style increased or decreased over time?</p>
<p><b>Links to future learning</b></p>	<p>Children will:</p> <p>Apply knowledge of the inter-related dimensions of music into their own improvisations and compositions.</p> <p>Apply their knowledge of different musical eras, understanding the impact these had and how they came about.</p> <p>Justify their own tastes in music based on a theoretical understanding of the history of music.</p> <p>Be able to talk confidently about composers and their work.</p>	<p>Why was music such an important influence during WW2?</p>
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>See a live performance (visit the theatre) – children could have the opportunity to watch live music either in school or out of school (school panto, young voices, Wakefield services musicians).</p> <p><u>Teamwork</u> – Children will be working collaboratively as a team by re-writing lyrics from a famous song and performing this as a song or a poem – ensuring this has been rehearsed.</p>	

	<p><u>Benefits of music</u> - Understanding how music lifts the mood and helps your mental health – linked with the experience of soldiers during WWII.</p> <p><u>Music tuition within/outside school</u> - Becoming young musicians and beginning to understand the benefits of singing/learning an instrument.</p> <p><u>Cultural and historical awareness</u> – Understanding the history of music with a particular focus on the impact of famous musicians (Vera Lynn) during WWII. Assessing and understanding the impact this had on soldiers.</p>	
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## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p><b>Lesson 1</b></p> <p>Introduction</p> <p>Listen and appraise</p>	To understand the history of music	<p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	Classical, Renaissance, Contemporary, Romantic, Modern, Baroque.	<p><b>GD:</b> Children will be expected to increase their understanding of this particular era of music by finding and selecting appropriate information based on their own research and presenting accurately.</p> <p><b>DTM:</b> Why do you think there is so much uncertainty regarding this song? Can you justify what you think?</p>	<p>Greensleeves was composed by Henry VIII.</p> <p>This song has only been produced in one specific way, using the same instruments.</p>	<p>Timeline Activity – children will use their own researching skills to look up the specific dates in order to place all of the musical eras on a timeline.</p> <p>SEN – children will be given the chronological order of all eras but will have to research specific dates for each (PowerPoint can be used to support).</p> <p>Main activity Year 5 – using information from the PowerPoint and their own research, children will complete the table about the song 'Greensleeves'. Children to find key information about the song.</p>

				<p>DTM: Do you think Greensleeves was a secular or sacred song?</p> <p><b>SEND:</b>          Assessment and analysis of prior knowledge is needed. Teacher to assess and base planning and resources in a bespoke manner.</p> <p>Pair with HA to support</p> <p>Word banks for support.</p>		<p>Year 6 - using information from the PowerPoint and their own research, children will complete the table about the song 'Greensleeves'. Children to find key information about the song with extra information using their historical knowledge about the Tudors.</p> <p>SEN – Children can use the instruments information from the slides to recognise them being used within the song (YT video) – verbal discussion.</p> <p>DTM - Do you think Greensleeves was a secular or sacred song?</p> <p><u>Resources</u>          Smart notebook slides          Youtube sound clips (attached to smart notebook)          Worksheet – table about own research          Reading for Productivity Lesson 1</p>
<p><b>Lesson 2</b></p> <p>Listen and appraise</p>	<p>To listen and appraise music from the Baroque period.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>musical indicators, trill, concerto, sonata, harmonies, Baroque</p>	<p>GD:          Children will be expected fully understand the terminology and use this to source their own compositions from this musical era.</p> <p>DTM: Pick one piece of music that you have listened to and have a</p>	<p>Concerto and sonata mean the same thing.</p> <p>Compositions are simple and do not have sections/chapters</p>	<p>Trill Activity – children to understand what a trill is (definition on slides), then identify this within a composition.</p> <p>Main Activity          Year 5 – children will listen to a range of musical compositions and sort them in to two categories (based on information that they have learned).</p>

		Develop an understanding of the history of music.		<p>go at justifying why you have put them in the column you have.</p> <p>Compare the music that you have listened to and explain why you like/prefer one piece compared to the other (using previously learned musical terminology).</p> <p>SEND: Assessment and analysis of prior knowledge is needed. Teacher to assess and base planning and resources in a bespoke manner.</p> <p>Definition slide printed to refer back to.</p> <p>Pair with HA child for coaching</p>		<p>Year 6 – children will listen to a range of musical compositions and sort them in to two categories (based on information that they have learned). Children can research ‘The Four Seasons’ and decide which category this composition fits in to.</p> <p>SEN – children to have table with definitions already included and to complete as part of a group/pair.</p> <p>DTM - Pick one piece of music that you have listened to and have a go at justifying why you have put them in the column you have.</p> <p><u>Resources</u> Smart notebook slides Youtube sound clips (attached to smart notebook) Reading for Productivity Lesson 2 BBC bitesize Supporting slides</p>
<p><b>Lesson 3</b></p> <p>Listen and appraise</p> <p>Listen with attention to detail</p>	To listen and appraise music from the Classical period, linked with famous composers.	<p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Tuneful Symphony Melodic Clarinet Horn Oboe Bassoon Instrument Woodwind</p>	<p>GD: Complete a comprehensive fact file with direct links to specific compositions and their influence/ impact and meaning.</p> <p>DTM: Link the composer and their work with the impact on this musical era.</p>	<p>Specific composers can be related to s a specific musical era.</p> <p>The specific style of a composition usually fits in with similar music from that era.</p>	<p>Main Activity Year 5 - use the information from the slides (Trust Shared) to create a short fact file which includes key information about their chosen composer. Include links to Year 6 writing objectives which should be evident within their writing. Year 6 - use a range of resources (slides and Internet) to create a more comprehensive fact file</p>

		<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p><b>SEND:</b> Assessment and analysis of prior knowledge is needed. Teacher to assess and base planning and resources in a bespoke manner.</p> <p>Support with information for their chosen composer.</p>		<p>about their chosen composer. Include links to Year 6 writing objectives which should be evident within their writing.</p> <p>SEN – Children to be given slides 5-7 and to use prompt sheet (Trust Shared) to create their own fact file based on Ludwig van Beethoven. DTM - Find someone in the room that has created a fact file about a different composer from the Classical era. Compare their lives by looking at:</p> <ul style="list-style-type: none"> <li>• The time they were born, to the time that they had died.</li> <li>• Some of their famous pieces.</li> <li>• Key information about their personal lives.</li> <li>• The type of music that they composed.</li> </ul> <p><u>Resources</u> Smart notebook slides Youtube sound clips (attached to smart notebook) Reading for Productivity Lesson 3 Supporting PowerPoint</p>
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<p><b>Lesson 4</b></p> <p>Listen and appraise</p>	<p>To listen and appraise music from the Romantic period</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Emotion Energy Passion Expression Experience Key Duration Tempo Composer Symphony</p>	<p>GD: Deepen their understanding of each composition by carefully selecting suitable emotions that are suited to what they have heard, thinking about an appropriate justification.</p> <p>Year 6: children should listen to the tempo and duration of the music/notes to help inform their decision. This can be discussed as a class or written in books.</p> <p>DTM: Select one of the compositions that you have listened to, have a go at justify why you have selected the emotions that you have. Draw on the musical knowledge and vocabulary that you have already learned about, linking to other eras of music.</p> <p>SEND:</p>	<p>Music from this era was written for a reason and to tell a story, not just for enjoyment.</p> <p>Music wasn't simplistic and was carefully considered to portray emotion (change of key)</p>	<p>Comparison Activity – children will listen to two pieces of music from both eras (Romantic and Classical). From the class discussion, children can write their own explanation based on their findings (looking at duration and tempo).</p> <p>Main Activity Year 5 - children may need support to identify emotions from the music but should be able to use the terms rhythm and pitch. Emotions can be brainstormed as a class first. Year 6 - children should listen to the tempo and duration of the music/notes to help inform their decision. This can be discussed as a class or written in books.</p> <p>SEN – children to have emotions which have been brainstormed as a class, in addition to emotion word mat (Trust Shared).</p> <p>DTM - Select one of the compositions that you have listened to, have a go at justify why you have selected the emotions that you have. Draw on the musical knowledge and vocabulary that you have already learned about, linking to other eras of music.</p> <p><u>Resources</u></p>
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				<p>Assessment and analysis of prior knowledge is needed. Teacher to assess and base planning and resources in a bespoke manner.</p> <p>Word mat with emotions and pictures to support.</p> <p>Partner with HA pupil.</p>		<p>Smart notebook slides</p> <p>Youtube sound clips (attached to smart notebook)</p> <p>Reading for Productivity Lesson 4</p> <p>BBC Bitesize</p>
<p><b>Lesson 5</b></p> <p>Listen and appraise</p>	<p>To listen and appraise music from the Modern period, performing your own piece.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Play and perform in solo and ensemble contexts, using their voices.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>diction, melody, in tune, timing, adapting, impact</p>	<p>GD: Children to identify strengths and weaknesses of their rehearsal – can they discuss how they would improve for the performance</p> <p>DTM: children to listen and respond appropriately to other children's' version of the songs, drawing on their historical knowledge to ensure the message is similar and accurate.</p> <p>DTM: How easy do you think it is to write a song? What do you think is the hardest thing? How did you overcome this? Do all</p>	<p><i>If chn decide to sing</i> - You don't sing from your throat - you need to use different muscles so that you don't strain your vocal chords.</p> <p>Nothing is too hard – it just takes practise to overcome the barriers.</p> <p>Children may not notice the link between singing/ song and poetry.</p>	<p>Understanding Lyrics Activity – Children will read the lyrics to either 'We'll Meet Again' or 'White Cliffs of Dover'. Class discussion to be had around the key messages from each song and the meaning underpinning them (this is important for the next activity).</p> <p>Main Activity</p> <p>Year 5 - In your pairs, have a look at one of the songs, focusing on the lyrics.</p> <p>Have a go at changing/adapting the lyrics to tell a similar story.</p> <p>Year 6 - In your pairs, have a look at one of the songs, focusing on the lyrics.</p> <p>Have a go at changing/adapting the lyrics to tell a similar story.</p> <p>Think carefully about the melodic nature of the current lyrics and how you could change/adapt them in a way that could still be performed as a song.</p>

				<p>songs have lyrics with deep meanings?</p> <p>SEND:          Assessment and analysis of prior knowledge is needed. Teacher to assess and base planning and resources in a bespoke manner.</p> <p>Rehearsing and performing a smaller part.</p>		<p>SEN – children to have examples of WAGOLLs for both songs. Children can re-write part of the original version (using the lyrics sheet) and then select rhyming words that have been blanked out – making sure words that are selected maintain the meaning of the song.</p> <p>DTM – children to listen and respond appropriately to other children’s version of the songs, drawing on their historical knowledge to ensure the message is similar and accurate. Children can offer appropriate positive feedback, alongside feedback that can help improve what they have heard.</p> <p><u>Resources</u>          Smart notebook slides          Youtube sound clips (attached to smart notebook)          Reading for Productivity Lesson 5          Lyric sheets          BBC Bitesize video</p>
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**Context (big picture learning)**

In this unit, pupils will primarily learn about the history of music and how it has adapted and changed throughout time. Children will finally link their understanding to World War Two by listening to, and re-writing, famous songs from this period. They will have the opportunity to perform these as a song or as poem. Within this unit, they will gain an understanding of key/specific/ topic related vocabulary (see above). Pupils will learn skills such as: listen and appraise, singing accurately with expression and performing in front of an audience. Everything taught in this unit will be transferable into future music units and also other curriculum areas. They will practise being reflective and evaluative of their learning journey and end performance.

Link to resources (smart notebook slides, reading for productivity, song lyrics, Youtube links, worksheets)

Folder name (Folder name: Trust shared > Primaries > Departments > KS2 > Year 5/6 Planning > Cycle B > Spring – Goodnight Mister Tom > Music)

# UKS2 Music Knowledge Organiser

## Key vocabulary

**Melody** is made up of high- and low-pitched notes played one after the other.

**Diction** can be simply defined as the pronunciation or enunciation of your vocal expression. Regarding singing, it is the clarity or particular way words are pronounced in a song.

**Sonata** is usually a piece written to be performed by a solo artist and is made up of several movements.

**Concerto** is a solo piece, composed for one or more instruments.

A **Trill** is when a musician quickly plays two notes, one after the other.

**Key** is a series of notes around which pieces of music are written.

## Fat Questions:

Has music changed over time?

Why has music changed over time?

Has the popularity of certain music style increased or decreased over time?

Why was music such an important influence during WW2?



## VIPs (very important points)

- There are six main musical periods that can be identified throughout history.
- Renaissance was the first reported musical period in history.
- In old French, Renaissance means 'rebirth'.
- The Baroque period refers to music and composers roughly between 1600 and 1750.
- A trill is when a musician quickly plays two notes, one after the other.
- The Classical period refers to music and composers roughly between 1750 and 1827.
- The piano was used more in classical compositions, rather than the harpsichord from the Baroque era.
- During the Classical period, a larger range of woodwind instruments were included.
- The Romantic period refers to music and composers roughly between 1827 and 1900.
- Music from the Romantic era contained emotion, energy and passion in the pieces.
- Music from the Romantic era didn't always end in the key that it started in - it had many twists and turns.
- The Modern period refers to music and composers roughly between the late 1800's and 1950.
- Music from the Modern era had an impact on people throughout war.

## Famous Face



Ludwig van Beethoven

In 1792, Beethoven moved to Vienna where he lived for the rest of his life. He worked alongside the composer Haydn and earned a reputation as a talented pianist and composer. Beethoven composed some of the most well-known classical music and you've probably heard many of his compositions.

**Intent:** To give you, as learners, a deeper understanding of the history of music. We also want you to understand how music has changed over time and how famous composers/artists have influenced this change. You will be able to confidently talk and write about these famous people. You will also have the opportunity to showcase your writing and performing skills by editing lyrics from a famous song.