

YEAR 6

WW2

Scheme of Work

Introduction

This unit provides opportunities for pupils to listen to and appraise the music that was performed during World War 2. Pupils will also listen to some national anthems from the leading countries of World War 2 and learn to sing 'God save the Queen'. They will recap and expand upon features such as expression, dynamics and phrasing to sing songs. Pupils will learn how to perform as class and in smaller group ensembles and how to communicate effectively as an ensemble. Pupils will have the opportunity to write their own song lyrics to celebrate the life of a soldier, learning about structuring a song with verses and a chorus, creating a melody and learning how to accompany that melody. Throughout the unit pupils will listen to and appraise their own and other's performances.

Key Skills

- Listening: identifying characteristics
- Composing: write lyrics, melody & accompaniment
- Performing: follow staff notation, group ensemble, sing in 2, 3 & 4 parts
- Social: respect, communication
- Emotional: confidence, perseverance
- Thinking: reflection, select & apply, provide feedback

Learning Objective

LESSON 1	To learn the key features of national anthems and sing with control of dynamics.
LESSON 2	To accurately read and perform a melody and gain an understanding of accompaniment.
LESSON 3	To compose and notate a melody and write lyrics for a verse.
LESSON 4	To explore and compose the accompaniment for a melody.
LESSON 5	To compose a melody and accompaniment for a chorus.

Assessment Criteria

YEAR 6

- I combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas and perform with greater accuracy from them.
- I confidently justify opinions of a variety of music, using knowledge of musical conventions, instrumental knowledge and the inter-related dimensions.
- I demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.
- I demonstrate knowledge and understanding using musical terminology when creating and identifying the strengths and areas for development in a piece.
- I sing confidently with control and expression and can accurately match pitch across a range of notes in unison and in parts.
- I understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.

Links to the National Curriculum

ENGLISH

- Reading information on World War 2 to gain knowledge and understanding
- Acquire musical vocabulary: ensemble, performance, dynamics, phrasing, anthem, lyrics, verse, chorus
- Write song lyrics in the style of a poem
- Answer questions about music heard and providing ideas for improvement

MATHS

- Singing and compose with different rhythms