



**Music**

**Year 4**

**Term 5**

**Topic Music of World War II**

**Focus Form: Pentatonic Scale**

**National Curriculum Objectives:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail 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.

**Aspects:**

- Composition
- Instruments
- Improvisation
- Singing
- Notation
- History

**Dimensions:**

- Structure
- Pitch
- Rhythm
- Duration
- Timbre
- Texture
- Dynamics
- Tempo

**Prior Learning:**

This unit builds upon composition work in Years 2 and 3. Children have created compositions with beginning, middle and ends. They have experimented with creating ostinato melodies and rhythms. Children have sung in simple 2 part rounds. During Year 4 the children have experimented with layering rhythms and can now read formal notation.

**Vocabulary:**

Rhythm	Drums	Improvisation
Swing	Singing	Unison
Big Band	World War 2	Solo
Trumpet	Optimistic	Structure
Bugle	Harmony	Conductor
Saxophone	Dischord	Stave
Clarinet	Comfortable	Crotchets
Tempo	Uncomfortable	Parts

**Knowledge:**

**Singing:**

- To know how to change my voice to express the mood of a song.

**Pitch**

- To know the difference between a round and a harmony.
- To know the difference between harmony and discord.
- To know the notes of the pentatonic scale of C.

**Performance and Composition**

- To know how mood and emotion can be illustrated in music
- To know the difference between a solo and ensemble performance.
- To know the terms unison and solo

**Musical knowledge- composers**

- To recall facts about a famous composer (Beethoven)
- To know the names of different musicians who played music during World War II

**Skills:**

**Singing:**

- To sing in tune with expression as part of a whole class.
- To sing with good diction and in a way which reflects the lyric.
- To be able to sing confidently in 2 and 3 part rounds.
- To begin to sing simple harmonies.

**Listening:**

- To describe a piece of music which reflects mood or atmosphere using the terms pitch, dynamics, duration, tempo, texture.
- To compare music from different ages thinking about the pitch, dynamics, duration, timbre, tempo and texture.

**Pitch**

- To create repeated patterns and melodies using the pentatonic scale.
- To play melodies in unison keeping in time with the rhythm and others.
- To improvise melodies and have the confidence to play solo.

**Performance and Composition:**

- To structure compositions deciding on when to play solo or in unison.
- To compose melodies using the pentatonic scale.
- To layer these to create texture.
- To recall and play melodies by heart in unison.
- To improvise melodies which match the rhythm of the music.
- To perform a concert to another class or as part of an assembly.

**Musical History:**

- Beethovens' 5<sup>th</sup> Symphony
- Music from Wartime:
  - ✓ In the Mood by Glenn Miller
  - ✓ We'll meet again by Vera Lynn
  - ✓ Boogie Woogie Bugle Boy - The Andrews Sisters
  - ✓ Sing sing sing - Louis Prima/Benny Goodman
  - ✓ It don't mean a thing if it ain't got that swing by Louis Armstrong/Duke Ellington.
  - ✓ C Jam Blues by
  - ✓ When I'm cleaning windows : George Formby

**End Point:**

**Practical demonstration:**

Children create a concert for World War II soldiers.

They sing Hey Mr Miller in a 3 part round.

They sing No Wars will stop us singing which features a 2 part harmony

They will play their own composition of C Jam Blues which includes a motif in unison and their own improvised solo motifs. These are layered and structured to create texture.

Notations and recordings of the performances to be kept to inform end of unit assessment. Assessment rubric- An assessment rubric is available on the staff share to support teacher assessment

**Cross Curricular Links:**

*World War II- History*

**Sequence of Learning**

What was music like during World War Two?

What is Swing music?

What is a pentatonic Scale?

What is the difference between playing in unison and playing solo?

What is harmony?

Why was music so important during World War II?