

Our School Values

Love	We show love by enjoying a range of music and experiences
Unity	We show unity by singing as a group and working together to create music
Courage	We show courage by being brave and performing in front of others
Inspiration	We show inspiration by encouraging others and by being inspired to try new things by another's talents.



Year 6

MUSIC

World War 2 Music



NC Objective

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 detail and recall sounds with increasing aural memory

Develop an understanding of the history of music

Key Listening in this topic

World War 2 Songs and Accompaniment

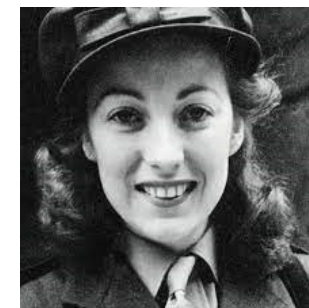
Vera Lynn, Flanagan and Allen (Noel Gay and Ralph Butler) – Run rabbit run, Eddie Sella, Sol Marcus and Bennie Benjamin – When the Lights go on again, Bing Crosby, The Ink Spots – I'll be seeing you. Glenn Miller – In the Mood, other music composed in the 1930s and 1940s e.g. Britten, Hindemith, Prokofiev, Shostakovich, Stravinsky, Copland (History link to WW2)

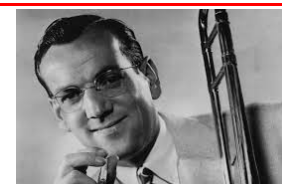
	Knowledge I already know	Knowledge I will learn
Performing	To know how to play and perform parts in solo and ensemble contexts with increasing accuracy and expression. To know what a harmony part is. To know what a drone is and how it is played/sung in a piece of music. To know what a melodic ostinato is and how it is played or sung in a piece of music.	To know that vibrato means quickly changing between 2 sounds. To know how to sing in solo, unison and in parts with clear diction, controlled pitch and with some sense of phrase.
Listening	To understand 2, 3 and 4 metre and how rhythms fit into a steady beat (duration) To know and use the term 'timbre' when discussing the quality of vocal and instrumental pieces. To know and use the term texture when discussing layers of sounds. To develop an understanding of and recognise where drone and ostinato has been used (structure)	To recognise a major scale pattern when discussing pitch.
Artists, Styles and History	To know the names of great composers from a defined musical period.	To know the names of great composers from a defined musical period.

Key Vocabulary

Word	Definition
Vibrato	a rapid, slight variation in pitch in singing or playing some musical instruments, producing a stronger or richer tone.
acapella	Without accompaniment

Right: Vera Lynn



L.I. To know the names of great composers from the time and place on a musical timeline	L.I. To describe the timbre of a piece of music	L.I. To sing tunelessly as part of an ensemble in unison	L.I. To sing in parts	L.I. To recognise a major scale pattern	L.I. To develop an understanding of conventional musical structures
Listening and chronology	Meaning of timbre, listening and describing	Learn the melody of the songs	Learn harmonies	Discuss, listen, play major scales	Learn symbols and vocab, practise on instruments.
L.I. To compose an accompaniment to the songs	L.I. To practise and rehearse for performance	L.I. To perform a song with accompaniment	L.I. To evaluate a performance	 <p>Left: Glenn Miller</p>	
Drone, ostinato, chords	Put together singing and accompaniment	Melody. Harmony, accompaniment	Critically listening suggesting improvements.		