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| **Subject: Music** | **Cycle A****Y5/6** |  **Musical Theatre** School of Rock  |
| **KLIPS – Coverage**  | **National Curriculum** |
| Pupils should be taught to: Performing* Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
* Practise, rehearse and present performances with an awareness of the audience.

Listening* Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
* Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

Knowledge & Understanding* Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
* Improve their own and others' work in relation to its intended effect.

Pitch* Identify the prominent melody patterns in a piece of music.

Dynamics* Recognise crescendo (gradually getting louder) and diminuendo (grad. getting quieter).
* Assess the appropriateness of dynamic choices such as accents (sudden loud notes, or sudden quiet notes.

Tempo* Identify the differences between fast and slow tempos.
* Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Texture * Understand how the texture might vary in a song.
 | **KS1 Programme of Study*** use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
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| **KS2 Programme of Study*** 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
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| **Purpose of study**Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. |
| **Key Vocabulary** Major, minor, parts, ensemble, notation, duration, pitch, duration, dynamics, tempo, timbre, structure, verse, refrain, harmony Transposing a melody - (changing key)* rubato/ cantabile - Cantabile” means “in a singing style,” whereas “rubato” (literally “robbed”) means “using a very flexible rhythm for expressive purposes.”.

Action song, Backdrop, Character song, Choreographer, Composer, Costumes, Designer, Dialogue, Director, Ensemble, Musical director, Musical theatre, Performers, Props, Rock musical, Scene, Solo* A ‘libretto’ (the spoken text).
* ‘Lyrics (the words to the songs), the songs being action songs, which move the plot forward, or character songs, which help the audience understand the character’s feelings.
* Composer, who writes the music.
* Librettist, who writes the story.
* Lyricist, who writes the lyrics for the songs.
* Director, who is in charge of the dramatic performance.
* Musical director, who is in charge of the musical performance.
* Choreographer, who is in charge of the dancing.
* Designer, who creates the sets and costumes.
* Performers, who play the characters in the musical.
 | **Key Questions*** What can you tell me about this kind of music?
* Have you ever been to a musical theatre show?
* What would you expect to see and hear if you went to a musical theatre show?
* What is this song about?
* If musical theatre shows tell a story, do you think this song tells the audience more about the action (plot) or more about a character?
* Are you performing in time with your group?
* Are you performing in tune with your group?
* What makes a good performance?
* What do you need to do in your performance?
* What should you not do?
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| **Class** **Y5/6**  | **Key Assessment Opportunities*** The Key assessments opportunity will be the final performance
* However, - Staff are advised to make assessment for learning judgements against the KLIPS each week as some of the KLIPS covered in this unit will potentially be specific to a lesson and therefore easier to assess
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| **Task – week 6** The 6-week programme will build on and develop skills and knowledge. In week 6 there will be a ‘Final performance’Performing* Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
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Texture * Understand how the texture might vary in a song..
 | **Working towards Y5** **Beginning to show an understanding of: -*** Singing in time and tune
* Singing within a group and beginning to hold the tune
* Maintaining their part within the performance, some understanding of the importance of staying in time with other performers
* Of what musical theatre is – I can identify a character song and an action song
* The key aspects of performance – keeping in time, expressions, movements etc

**Expected Y5*** Singing in time and in tune with other people and the backing track, remembering the lyrics. Following the tune
* Pupils singing using the correct pronunciation and with increasing confidence. Holding the tune of their part within a group performance.
* Maintaining their part in the performance with accuracy. Staying in time with the other performers.
* Explaining what musical theatre is and how it’s made as well as ordering the different types of musical in chronological order.
* Categorising songs as action songs or character songs and justifying their decisions.
* Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
* Performing in time with the rest of the group, in tune and with a clear voice with smooth transitions between elements.

**Greater depth Y5*** Using musical vocabulary to describe both the music of the song and the features of the performance that need improving.
* Being able to hold the tune when unaccompanied. Using expression within their singing.
* Performing their part, including all the elements they have worked on. Offering suggestions for improvement.
* Recalling other examples of musical theatre from previous learning or their own experience and picking out the similarities and differences between the different types of musicals.
* Drawing on their own experience to name songs from musical theatre and classifying them as either character or action songs or explaining why they may be both or neither.
* Suggesting improvements and guiding other people in the group to ensure that everyone performs in time and in tune.
* Performing with expression and confidence, conveying the meaning and emotion of the character or event.
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|  | **Working Towards Y6****Beginning to show an understanding of: -*** Singing in time with confidence
* The role of the conductor - Some awareness of the conductor and the cues given
* Musical language and able to contribute in a simple way to discussion
* Melody and beginning to answer questions about melody
* Harmony and joining in with increasing confidence
* Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

**Expected Y6*** Singing with control and confidence. Performing their part, including all the elements they have worked on. Offering suggestions for improvement.
* Following the conductor to show changes in pitch.
* The use of musical and comparative language in discussion to describe both the music of the song and the features of the performance that need improving
* Answering questions accurately and following the melody line.
* Within harmony - Singing the correct words at the correct time.
* Using their body, voice and instruments to create sounds to represent a given theme.
* Performing with expression and confidence, conveying the meaning and emotion of the character or event.

**Greater Depth Y6*** Maintaining the pulse when the class split into groups. Singing with good phrasing and good breath control. Recognising areas for improvement
* Including performance aspects of pitch and dynamics together/alliteration or metaphors in spoken word.
* The ability to talk about more complex words (rubato/ cantabile).
* Singing with confidence and the ability to copy back phrasing and breathing.
* Within harmony - Not being put-off by the melody, and singing the counter-melody strongly and accurately.
* Using their own instruments (voice) to contribute to a group composition and performance.
* Independently understanding and performing with expression and confidence, conveying the meaning and emotion of the character or event.
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