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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. | | |
| **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 | | |
| **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? | | |
| **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 | | | | | |
| **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. * 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.. | | **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. | |  | |
|  | | **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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