

ACET Junior Academies'

Scheme of Work for music

Year 6 Unit 1.1: We'll meet again! (WWII)



unit:

des pupils with the opportunity to study a post-modern era of music looking at the genre, styles and tradition of the music and its influence on ordinary people. It will help pupils understand how music was used during World War 2, to lift morale, to motivate and inspire by exploring some of the most famous wartime anthems. Finally, moving on to explore relevant musicians/performers such as the Beatles. Pupils will be able to use a greater depth of musical knowledge to make choices, organise ideas, refine and rehearse songs.

Structure

Structured around five sequential music enquiries:

- Why was music so important in wartime?
- How was music used to influence people during the Second World War?
- Why was the 'Forces Sweetheart'?
- Why 'We'll meet again.'
- Identify how sounds can be combined and used creatively, layering sounds and singing in tune with other performers.

National Curriculum objectives:

- Develop an understanding of the history of music and the role of music in society.
- Appreciate and understand a wide range of historical and recorded music drawn from different traditions and from different great composers and musicians.
- Listen with attention to detail and recall sound sources, increasing aural memory.
- Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression.

ing - take the lead in a performance and provide
ions to others.

**Links to previous and future National Curriculum
units/objectives**

- Year 5 HT 3.1 Lunar Tunes

KS1

- Use their voices expressively and creatively b
songs and speaking chants and rhymes.
- Listen with concentration and understanding
high-quality live and recorded music.

KS3

- Develop a deepening understanding of the mu
perform and to which they listen, and its hist
- Listen with increasing discrimination to a wide
music from great composers and musicians.
- Play and perform confidently in a range of sol
ensemble contexts using their voice.

Enquiry 1: Why is music so important in wartime?

| Previous g | Knowledge and second order concepts | Musical skills: | Assessment criteria: | Cu |
|-----------------------------------|--|---|--|----------------------------|
| gnised music m ds in | <p>Substantive knowledge: (What the children should know.) The Second World War was fought between 1939 and 1945. Where the period of music fits into a musical timeline. Why music was so important during wartime and particularly during World War2.</p> | <ul style="list-style-type: none"> • Appreciation and understanding - explain the influence of historical events on music. • Listening - begin to identify and explore the relationship between sounds, musical | <p>Can your children:</p> <ul style="list-style-type: none"> - Place the music of this era on a musical timeline and answer questions about what musical | <p>Hori: Vert</p> |

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| <p>Second order concepts: (What students should understand) Chronology Significance</p> | <p>devices and how these can be used to express meanings.</p> <p>Key concepts: Era Wartime emotion</p> | <p>period it falls into?</p> <ul style="list-style-type: none"> - Identify the importance of music during this time? - Begin to identify genre, style and tradition? | |
| <p>Activities:</p> <p>1. Create a musical timeline and place the Second World War music on it - this could run alongside the class historical timeline - what period did this time of music fall into? Pupils could then think of questions they would like to add to the Enquiry Wall about the kind of music in this era.</p> <p>2. Pupils could split into small groups to match the correct definition to the correct musical devices; melody, temp and lyrics. Can pupils give an example? Display on the enquiry wall.</p> <p>3. Pupils could listen to extracts of music/songs from the era of music during the Second World War - How did the music make them feel? What do you notice about the music? Why was music so important? What was it used for? What does it make people feel and why? What do you notice about the type of music? The pupils could take part in a class discussion about why music plays an important role during WWII considering ideas such as morale and propaganda.</p> <p>4. Concert performances: https://www.youtube.com/watch?v=zMUuuaUGff0 https://www.youtube.com/watch?v=0--MzsceQps</p> | <p>Resources:</p> <p>Class timeline. Musical timeline. https://www.youtube.com/watch?v=OJKMji2688M https://www.youtube.com/watch?time_continue=75&v=6U7vRc-wR68&feature=emb_logo https://www.youtube.com/watch?v=6vOUYry_5Nw https://www.youtube.com/watch?time_continue=16&v=-o9HS5GY_vk&feature=emb_logo https://www.youtube.com/watch?time_continue=22&v=JD8sEPpbk-w&feature=emb_logo</p> | <p>Useful links:</p> <p>For a timeline of Musical periods: https://www.classicfm.com/discography/genres/ For musical propaganda: https://www.vpr.org/post/timeline-musical-propaganda#stream/0 For music of wars: https://www.historynet.com/the-</p> | |

<https://www.youtube.com/watch?v=qu6MgLh6cl0> 4:51 minutes in.

https://www.youtube.com/watch?v=YcyiC79I910&feature=emb_logo

https://www.youtube.com/watch?time_continue=7&v=hSSBQWbF7R8&feature=emb_logo

https://www.youtube.com/watch?v=SXmk8dbFv_o

<https://www.youtube.com/watch?v=TIoTpeM6o2A>

<https://www.youtube.com/watch?v=8of3uhG1tCI>

Musical extracts.

Concert performances extracts.

Music and wars sheet.

Enquiry 2: How was music used to influence people during the Second World War?

| | Knowledge and second order concepts | Musical skills: | Assessment criteria: |
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| <p>How that e War was ent ng</p> | <p>Substantive knowledge: (What the children should know.) Music was used in many different ways during wartime as has always been the case. During WWII however, music was used as an instrument of propaganda i.e. to sell different ideas to different</p> | <ul style="list-style-type: none"> - Listening - identifying and exploring how melodies and lyrics express emotions. - Appreciation and understanding - comment on a range of music and | <p>Can your children:</p> <ul style="list-style-type: none"> - Describe the genre and styles of music during this era? - Make inferences from a range of sources about |

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| <p>that a al to and</p> | <p>audiences. Ordinary people and the troops needed motivational music or marching music, some music was comedic to lift spirits, some music was used to convince the opposition of an idea.</p> <p>Second order concepts: (What students should understand) Significance Interpretation</p> | <p>musicians indicating own preferences.</p> <p>Key concepts: Melody Tempo Lyrics Pitch Volume Audience Influence Propaganda Emotion Style Purpose</p> | <p>the intention of the music?</p> <ul style="list-style-type: none"> - Identify musical devices used to enhance an emotive performance? |
| <p>Activities:</p> <p>nt by listening to two modern pieces of music (one happy, one this music make you feel? Can you describe the melody? What all you? What does the music make you think of? What devices in t on how you feel i.e. melody/volume/pitch/repetition of lyrics?</p> <p>ld listen to a variety of music extracts from WWII. Use these ions - Who do they think the intended audience was? Why? music make you feel? What are the lyrics saying? Children could s and listen to a range of music to investigate what the music used for.</p> <p>ould consider the evidence and use it to answer the enquiry was music used to influence people during the Second World ould think about the different styles of the music i.e. classical, oning.</p> | <p>Resources:</p> <p>https://www.youtube.com/watch?v=ZbZSe6N_BXs</p> <p>https://www.youtube.com/watch?v=moSFlvxnbqk</p> <p>Song lyric sheets.</p> <p>WWII music extracts.</p> <p>Vera Lynn and Glenn Miller sound tracks.</p> <p>Music posters.</p> | <p>Useful links:</p> <p>For music from the era: https://www.youtube.com/watch?</p> <p>https://www.youtube.com/watch?v=6U7vRc-wR68&feature=emb_log</p> <p>https://www.youtube.com/watch?</p> <p>https://www.youtube.com/watch?v=-o9HS5GY_vk&feature=emb_log</p> <p>https://www.youtube.com/watch?v=JD8sEFpbk-w&feature=emb_log</p> <p>https://www.youtube.com/watch?</p> <p>https://www.youtube.com/watch?</p> <p>https://www.youtube.com/watch?</p> | |

<https://www.youtube.com/watch?>

<https://www.youtube.com/watch?>

For music composed in a prisoner

<https://www.classicfm.com/discover/quartet-end-time/>

Enquiry 3: Who was the 'Forces Sweetheart'?

| Previous | Knowledge and second order concepts | Musical skills: | Assessment criteria: | Cu |
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| Previously ic in used in s to . They d to gs c. | <p>Substantive knowledge: (What the children should know.) There were many musicians/performers who influenced music during this time but some more than others. Vera Lynn and Glenn Miller were two performers with very different styles of music who had a huge impact on the wartime audiences.</p> <p>The styles of music used a variety of instruments and musical devices to enhance the performances and express emotions.</p> <p>Second order concepts: (What students should understand) Listen and appreciate Interpretations</p> | <ul style="list-style-type: none">- Appreciation and understanding - listen to and comment on the work of musicians and the influence they had.- Listen - identify and explore relationships between sounds and how different meanings can be expressed. <p>Key concepts: Musicians/performers Style Melody Tempo Lyrics Instruments Swing Traditional pop</p> | <p>Can your children:</p> <ul style="list-style-type: none">- Identify styles of music from the WWII era?- Identify significant performers/musicians from the time?- Start to analyse music looking at melody, tempo, lyrics and instruments used?- Use evidence to justify preferences and interpretations? | <p>Horiz Verti</p> |

| Activities: | Resources: | Useful links: |
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| <p>Start by using a range of images of Vera Lynn and Glenn Miller. What do they notice? What are the similarities differences? What aspects? What do you think their music will sound like?</p> <p>Should listen to Audio VL - considering the questions on the sheet: <i>the orchestra, most prominently strings and piano but the drum beat, the tempo is slow and relaxed and the graphic A.</i></p> <p>Pupils spend a few moments looking at the image of Glenn Miller's 'big band'. Discuss the idea of 'instrumental music' and 'swing'. Pupils could identify musical instruments they could see; <i>trumpets, trombones, acoustic guitar, drums, double bass, saxophones and piano.</i></p> <p>Should listen to Audio GM trying to identify the sounds of the instruments mentioned above and considering the questions on the sheet: <i>much faster than that of 'The White Cliffs of Dover', there is a strong bar, dancing, fast tempo, bouncy rhythm, contrasting sounds of instruments and dynamics (lounds and softs), lends to a sense of movement, finally songs encouraging the spirits of the people looking towards the end of the war and instrumental music as 'swing' designed to get people dancing again to lift their spirits and enjoy themselves.</i></p> | <p>Photos of VL and GM performing.</p> <p>VL and GM sheet.</p> <p>Audio VL</p> <p>Audio GM</p> | <p>For background reading about Vera Lynn: https://www.allmusic.com/artist/vera-lynn-mn0000023740/biography</p> <p>https://www.theguardian.com/books/2009/04/12/vera-lynn-memoirs</p> <p>https://www.bbc.co.uk/news/uk-england-39151111</p> <p>For background reading about Glenn Miller: https://www.biography.com/musician/glenn-miller</p> <p>https://en.wikipedia.org/wiki/Glenn_Miller</p> <p>https://www.allmusic.com/artist/glenn-miller-mn0000661172/biography</p> <p>https://www.glennmiller.com/biography/</p> |

Enquiry 4: 'We'll meet again.'

| Previous learning | Knowledge and second order concepts | Musical skills: | Assessment criteria: |
|---|--|---|---|
| <p>What are the characteristics of military styles of music? How does this differ from the more 'sentimental' style of songs?</p> | <p>Substantive knowledge: <i>(What the children should know.)</i> Previous military styles of music moving on to the more 'sentimental' style of songs.</p> | <ul style="list-style-type: none"> - Listen - identify and explore relationships between sounds and how different meanings can be expressed. | <p>Can your children:</p> <ul style="list-style-type: none"> - Recognise the difference in the styles of wartime music? |

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| <p>to performance e t music riety of e ation, aganda.</p> | <p>The melody of a song, focusing on the accuracy of the chromatic patterns singing with accuracy. The structure of a song, identifying repeated and contrasting sections and adding dynamics to enhance a performance.</p> <p>Second order concepts: (What students should understand) Accuracy Contrast</p> | <ul style="list-style-type: none"> - Singing - identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers. - Inter-related dimensions in music - have an awareness of how these affect the music. <p>Key concepts:</p> <p>Military Sentimental Melody Chromatic scales Structure</p> | <ul style="list-style-type: none"> - Describe how the music makes them feel? - Sing with accuracy and expression? - Identify the structure of a song? |
| <p>Activities:</p> <p>Start by listening to 'marching songs' of World War 1 (particularly 'When the War is Over'). What do they notice about the style, tempo and lyrics? How do they make them feel? What movement would they do in response to the music? Illustrate the 'military' feel to previous wartime music.</p> <p>Then listen to Audio WMA - Vera Lynn singing. Is this in the same style as the war songs? What is different about it? How does it make them feel? What words could you use to describe this style of music? (e.g. <i>emotional, morale boosting, hopeful</i>). Encourage pupils to sing along to the audio track.</p> <p>Finally, pupils should listen to the song melody, joining in with it. Focus on identifying the chromatic patterns (scales) at the beginning and also the structure of the song up to 'when'. Pupils could look at the structure of the song using the simple ternary form - A 'We'll meet again...' - B 'So will you please say we'll meet again...'. Discuss the need for a contrast in style between</p> | <p>Resources:</p> <p>https://www.youtube.com/watch?v=gs5IH76mwCM</p> <p>https://www.youtube.com/watch?v=SqabF3TAVOY</p> <p>Audio WMA.</p> <p>Song sheet.</p> | <p>Useful links:</p> <p>For background information on the song see https://www.youtube.com/watch?v=M</p> <p>For background information on the song see https://www.youtube.com/watch?v=KQ</p> <p>https://www.youtube.com/watch?v=A</p> | |

B is more 'conversational' - perhaps pupils could turn to wave at
 ave briefly on the word 'hello' to add a more 'light-hearted'
 ction. Another option is to experiment with dynamics, singing
 der than the surrounding A sections.

Enquiry 5: 'We'll meet again.' - Part two.

| Previous | Knowledge and second order concepts | Musical skills: | Assessment criteria: |
|---|--|---|--|
| able to sing ssion ntifying cture of | <p>Substantive knowledge: (What the children should know.) In order to embellish a performance of a 'sentimental' wartime classic song pupils can add meter and ostinato alongside voices to create an accompaniment.</p> <p>Second order concepts: (What students should understand) Control Accuracy Expression</p> | <ul style="list-style-type: none"> - Singing - identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers. - Inter-related dimensions in music - have an awareness of how these affect the music. - Performing - take the lead in a performance and provide suggestions to others. | <p>Can your children:</p> <ul style="list-style-type: none"> - Sing with control and accuracy? - Add an accompaniment (meter and ostinato) to a song to embellish a performance? - Take the lead in a performance and offer ideas and suggestions to others? |
| | | <p>Key concepts:</p> <p>Accompaniment Ostinato Meter</p> | |
| Activities: | | Resources: | Useful links: |
| <p>earse previous work on the song, including contrasting dynamics ctions of the piece of music. Record the performance.</p> <p>the recording and ask pupils to evaluate the performance. How the song to emphasise the 'sentimentality' of the style? r and ostinato. Ask pupils to create an accompaniment which meter of the four beats.</p> | | <p>Song sheet.</p> <p>Background track.</p> <p>Instruments - drum and tambourine.</p> | <p>For information about metre: https://www.youtube.com/watch?</p> <p>For information about ostinato: https://www.youtube.com/watch?</p> |

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| / / / | X / / / |
| Tambourine | Drum Tambourine |

spoken ostinato using the rhythm of some of the words

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| meet | gain |
| 3 | 1 2 3 4 |

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| sun- | -ny |
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ould deliver a performance to other year groups or in assembly

TS:

and second order concepts:

knowledge:

en should know)

exhaustive list but an outline of what might be expected:

usic was so important in WWII.

usic was used to influence people.

tyles of music and what they were used for.

sicians/performers of the era and how they differed.

with increasing accuracy and control

nter-related dimensions to embellish a performance.

eter and ostinato to add accompaniment to a song.

r concepts:

Key concepts developed:

Accompaniment

Audience

Chromatic scales

Era

Expression

Influence

Instruments

Lyrics

Melody

Meter

Musician

Ostinato

Pitch

Key musical skills developed:

By the end of the unit, children will have studied a series of enquiries. In doing so, children will have had the opportunity to

- Appreciation and understanding -
Explain the influence of historical events on music.
Comment on a range of music and musicians indicating o

start to have an understanding of:

Listen to and comment on the work of musicians and the music they had.

- Listening -
Begin to identify and explore the relationship between sound and meaning.
Identifying and exploring how melodies and lyrics express meaning.
Identify and explore relationships between sounds and meanings that can be expressed.
- Singing -
Identify how sounds can be combined and used expressively.
Sing sounds and singing in tune with other performers.
- Inter-related dimensions in music -
Have an awareness of how these affect the music.
- Performing -
Take the lead in a performance and provide suggestions.

ep ...

This unit of work in Year 6 HT 1.1 We'll meet again and is linked with the History scheme of work HT 1.1 Second World War. This unit helps to identify the style of music for the era, looking at musicians and performers and thinking about how music was used in war time to influence people. The Mayan Rainforest children will be focusing on listening as an integral part of all musical activity moving on to composition and performance in a Mayan style.