ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: For Narnia! TERM: Autumn 2 YEAR GROUP: 5

THE BIG QUESTION			
Why and how does music affect us?			
END OF UNIT OUTCOME	To change the lyrics to a Beatle song and perform to an audience.		
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.		
CONCEPT: Conflict	Exploring how music has been used to express emotion, resistance, unity, and hope in times of conflict or social change.		
LESSON 1 QUESTION	How was music used during the oppression of slaves in America?		
KEY KNOWLEDGE	To know how slave songs & music was used during the oppression of black slaves in America. To know some songs and be able to sing and perform them		
RICH TASK	Introduce The Big Question – what do they already know? Watch video – the African American spirituals. Discuss ways the music was used – tempo linked to their repetitive working, lyrics and tunes to uplift / remember, religious songs, songs with hidden messages. Repetitive nature of songs - call and response. Children to Sing along to the songs (go down Moses, Wade in the water, it's me oh Lord, standing in the need of Prayer and swing low sweet Chariot) and share reactions / responses to the music. How did the music make them feel? Why?		
SUPPORT AND CHALLENGE	• **Support:** Provide lyric sheets with key words highlighted. Use call-and-response teaching for songs. • **Challenge:** Ask children to explain how music could communicate hidden messages and support emotional resilience.		
KEY VOCABULARY	Spirituals, oppression, tempo, rhythm, call and response, emotion, message, freedom	**RESOURCES**	https://www.youtube.com/watch?v=fZNtuY-ubNI Go Down Moses https://www.youtube.com/watch?v=8JNCS27rtQ8 Wade in the Water https://www.youtube.com/watch?v=ZXqMQfpNSes It's me Oh Lord, Standing in the Need of Prayer https://www.youtube.com/watch?v=Kyd1M3U5VsQ&list=RDKyd1M3U5VsQ&start_radio=1 Roll Jordan Roll https://www.youtube.com/watch?v=N6g95Qdky2M Swing Low Sweet Chariot https://www.youtube.com/watch?v=ljup8cIRzIk

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: For Narnia! TERM: Autumn 2 YEAR GROUP: 5

LESSON 2 QUESTION	Who were The Beatles and why were they so influential?
KEY KNOWLEDGE	To know key bands and musicians from 1950s to present day. To know where these fit in to a timeline of music from 1600 to present day. To know how influential The Beatles were worldwide during 1963-1970.

RICH TASK	Retrieval practice activity - *"Name That Song!"* Play short clips (5–10 seconds) from the spirituals learned in Lesson 1 ("Wade in the Water," "Go Down Moses," etc.).
	Pupils:
	
	• Identify the song title
	• Recall one fact about how slave songs were used (e.g., "It was a song with a hidden message," or "It helped keep their spirits up").
	
	Share information about The Beatles – give each table some different information to read and then ask each table to summarise and share a few interesting points. Children to use their jotters to note down interesting facts which they may wish to use for their posters.
	
	Show an example of a Beatles poster and introduce the task:
	
	1. Research more facts about The Beatles.
	2. Create your own colourful poster with:
	  ○ Pictures of the band
	  ○ Key facts
	  ○ Song titles or lyrics
	  ○ Your favourite interesting facts
	3. Be ready to share your poster with the class!
	
	Children to research Beatles using ipads and scanning QR codes on the board, then create their own poster sharing facts about the Beatles.
	
	Discussion Questions (Partner/Group Talk)
	
	Main Question:
	💬 *Can you think of another band or artist who is as influential or well known as The Beatles?*
	
	Follow-up prompts:
	
	1. *What makes them similar to The Beatles?* (e.g. how famous they are, the type of music they play, how they changed music or fashion)
	2. *What makes them different?* (e.g. when they became famous, how they share their music, how people listen to them)
	3. *How did they become so popular?* (think about TV, radio, social media, concerts, or world tours)
	4. *How might it have been different for The Beatles becoming famous in the 1960s compared to a band or artist becoming famous today?*

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: For Narnia! TERM: Autumn 2 YEAR GROUP: 5

<table>
<tr><td></td><td colspan="3">Challenge/Extension:
If The Beatles started their career today, do you think they would still become as famous? Why or why not?

Listening exercise – Within You, Without you – pupils answer questions about the piece. Share the analysis of the song including instruments, structure and tonality.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">• Support: Provide pictures for children to cut out, as well as a Beatles KO which children can use to help with their poster.
• Challenge: Ask pupils to compare The Beatles' impact to a modern musician or band.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Influence, melody, harmony, rhythm, timeline, pop music, composition, style</td><td>RESOURCES</td><td>Beatles Powerpoint

QR codes to Beatles info
https://kids.britannica.com/kids/article/the-Beatles/390013

https://kids.kiddle.co/The_Beatles</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How is music structured?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">To know what is Binary form (Verse & chorus)
To know what is Ternary form
To know what a chromatic scale is</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity - Quick-fire quiz / visual recall
Description:
Show pictures of The Beatles, their instruments, and iconic moments. Pupils answer:

• "Who are they?"
• "When were The Beatles most famous?"
• "Name one reason The Beatles were influential."
• "What's one Beatles song we listened to?"

Play Imagine and discuss what Binary form is. Highlight chorus and then verses but talk about the melody as well as words/lyrics.

Play Love me do and discuss what Ternary form is. Use Twinkle Twinkle Little Star as a simple example to start with.
Highlight Love Me Do showing A,B,A.

Play "When I'm 64" . Explain to children about Chromatic scale and notes. Replay song - children to put their hand up when they hear a set of chromatic notes.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">• Support: Provide structure diagrams (A–B or A–B–A).</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: For Narnia! TERM: Autumn 2 YEAR GROUP: 5

	• **Challenge:** Ask pupils to identify song sections independently and compose a short binary/ternary melody using tuned percussion.		
KEY VOCABULARY	Binary form, Ternary form, structure, verse, chorus, melody, chromatic scale	**RESOURCES**	"Imagine" song and lyrics Slide show of musical definitions. "Love me do" song and lyrics "When I'm 64" song and lyrics.
LESSON 4 QUESTION	How do rhythm and beat affect a song?		
KEY KNOWLEDGE	To know the difference between semibreves (4 beats), minims (2 beats), crotchets (1 beat) & quavers (1/2 beat). To know that lyrics can be stressed and this is shown by the beat in all Beatles' songs.		
RICH TASK	Retrieval practice activity - Listening game **Description:** Play short clips from familiar songs (including *Twinkle Twinkle Little Star*, *Imagine*, and *Love Me Do*). Pupils show on mini-whiteboards or cards whether it's: • **Binary (A–B)** • **Ternary (A–B–A)** Then show a simple melody on the board and ask pupils to hum or clap the **chromatic scale** pattern. Powerpoints to demonstrate: Crotchet – 1 beat – "fly"; Quaver (show individual notation and as a pair) – ½ a beat – "spider"; Mini – 2 beats – "snail"; Semibreve – 4 beats – "sloth" Clap given different patterns reading from the notation and using hook words Record and create own patterns using all 4 different		
SUPPORT AND CHALLENGE	• **Support:** Provide visual flashcards of note values with images (e.g., sloth/snail/fly). • **Challenge:** Ask pupils to compose a 4-bar rhythm using a mixture of note values and perform in a group.		
KEY VOCABULARY	Beat, rhythm, tempo, crotchet, quaver, minim, semibreve, pattern, pulse	**RESOURCES**	Powerpoint of musical notes and activity.
LESSON 5 QUESTION	How can lyrics change the message of a song?		
KEY KNOWLEDGE	To know that lyrics can be changed to fit the same melody.		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: For Narnia! TERM: Autumn 2 YEAR GROUP: 5

<table>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity - Show or call out different note names: semibreve, minim, crotchet, quaver.
Pupils:Clap or tap the correct beat (teacher keeps time).
Then display a 4-beat rhythm (e.g., ♪ ♫ ♩ ♩) and pupils clap it out together.

Main task:

Children are to write alternative lyrics to Imagine based on climate change or slavery. Look at the lyrics of Imagine- Discuss the lyrics and what parts they could change.

Children work in groups to practice their new versions.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">• Support: Provide a cloze version of Imagine lyrics for guided rewriting.

• Challenge: Encourage pupils to link their new lyrics to a strong theme (e.g., equality, peace, environment) and perform with emotion and control.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Lyrics, melody, rhythm, meaning, emotion, verse, chorus, theme</td><td>RESOURCES</td><td>Backing track to Imagine
https://www.youtube.com/watch?v=RuXKxkPtApQ</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">How can we use music to express our ideas and emotions?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">• Music can communicate powerful messages and emotions through lyrics, tone, tempo and rhythm.
• The Beatles used music to express ideas of peace, love, and social change.
• Performing music helps us to express our feelings and connect with others.</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge:

Pupils work in small teams or pairs. Display 8–10 short recall questions (mix of multiple choice, true/false, and short answers) covering key learning from Lessons 1–5, e.g.:

1. What were the songs sung by enslaved Africans called?
2. Who were The Beatles?
3. What is binary form?
4. How many beats does a minim have?
5. What does the word lyrics mean?
6. How can music show emotion?
7. What instrument family does a guitar belong to?
8. What is a chromatic scale?
9. Name one way to save energy when performing or rehearsing music.
10. How did The Beatles use music to share messages of peace and change?</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: For Narnia! TERM: Autumn 2 YEAR GROUP: 5

<table>
<tr><td></td><td colspan="3">Pupils answer on mini-whiteboards or quiz sheets. Go through answers as a class, giving quick explanations to reinforce key vocabulary.

What links to our concept have you found?

Children to perform their new versions of Imagine to buddy class.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">• Support: Provide cue cards for lyrics and rehearsal prompts.
• Challenge: Ask children to reflect on how performance choices (tempo, dynamics, expression) affect the audience’s emotional response.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Performance, expression, dynamics, tempo, emotion, audience, message, creativity</td><td>RESOURCES</td><td>Backing tracks and lyric sheets
Microphones or simple amplification
Space for performance (hall/classroom)</td></tr>
</table>