**ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW**

**SUBJECT: Music** **UNIT: I have a dream…** **CONCEPT: Conflict** **YEAR:5**

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| **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. | |
| **NC OBJECTIVES** | • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>• improvise and compose music for a range of purposes using the inter-related dimensions of music<br>• listen with attention to detail and recall sounds with increasing aural memory<br>• use and understand staff and other musical notations<br>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>• develop an understanding of the history of music. | |
| **WEEK** | **KEY KNOWLEDGE** | **RESOURCES** |
| **1** | To know how slave songs & music was used during the oppression of black slaves in America.<br>To know some songs and be able to sing and perform them | |
| **RICH TASKS** | Watch video – the African American spirituals. Discuss ways the music were 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.<br><br>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? | https://www.youtube.com/watch?v=fZNtuY-ubNI<br><br>Go Down Moses<br>https://www.youtube.com/watch?v=8JNCS27rtQ8<br>Wade in the Water<br>https://www.youtube.com/watch?v=ZXqMQfpNSes<br>It's me Oh Lord, Standing in the Need of Prayer<br>https://www.youtube.com/watch?v=Kyd1M3U5VsQ&list=RDKyd1M3U5VsQ&start_radio=1<br>Roll Jordan Roll<br>https://www.youtube.com/watch?v=N6g95Qdky2M<br>Swing Low Sweet Chariot<br>https://www.youtube.com/watch?v=ljup8cIRzIk |
| **2** | To know key bands and musicians from 1950s to present day. | |

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| | To know where these fit in to a timeline of music from 1600 to present day.<br>To know how influential The Beatles were worldwide during 1963-1970. | |
| **RICH TASKS** | Share information about The Beatles.<br><br>Children to research Beatles and create their own poster sharing facts about the Beatles.<br><br>Listening exercise – Within You, Without you – pupils answer questions about the piece. Share the analysis of the song including instruments, structure and tonality. | Beatles Powerpoint<br><br>QR codes to Beatles info<br>https://kids.britannica.com/kids/article/the-Beatles/390013<br><br>https://kids.kiddle.co/The_Beatles |
| **3** | To know what is Binary form (Verse & chorus)<br>To know what is Ternary form<br>To know what a chromatic scale is | |
| **RICH TASKS** | Play Imagine and discuss what Binary form is. Highlight chorus and then verses but talk about the melody as well as words/lyrics.<br><br>Play Love me do and discuss what Ternary form is. Use Twinkle Twinkle Little Star as a simple example to start with.<br>Highlight Love Me Do showing A,B,A.<br><br>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. | Imagine song and lyrics<br><br>Slide show of musical definitions.<br><br>Love me do song and lyrics<br><br>When I'm 64 song and lyrics. |
| **4** | To know the difference between semibreves (4 beats), minims (2 beats), crotchets (1 beat) & quavers (1/2 beat).<br>To know that lyrics can be stressed and this is shown by the beat in all Beatles' songs. | |
| **RICH TASKS** | 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"<br><br>Clap given different patterns reading from the notation and using hook words<br>Record and create own patterns using all 4 different | Powerpoint of musical notes and activity. |

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| **5** | To know that lyrics can be changed to fit the same melody. | |
| **RICH TASKS** | 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.<br><br>Children work in groups to practice their new versions. | Backing track to Imagine https://www.youtube.com/watch?v=RuXKxkPtApQ |
| **6** | Revision of key knowledge | |
| **END OF UNIT OUTCOME** | Children to perform their new versions of Imagine to buddy class. | |