

# Music History

A Music Plan

Year Five		Spring Term				
Topic Link						
This is a stand-alone music unit.						
Overview						
This unit takes children through an abridged timeline of western musical history, beginning with classical music and working through a selection of major musical genres.						
Musical Dimensions						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Recognise and identify a range of different scale patterns.	Understand more complex rhythmic patterns and metres.	Understand how a wide range of dynamics can be manipulated for expressive effect.	Understand how a wide range of tempi can be manipulated for expressive effect.	Identify families of instruments and different ensemble combinations. Refine use of percussion instruments.	Begin to understand types of harmony.	Understand a wider range of musical structures.
Skills						
Listening, Describing & Discussing	Singing		Playing & Rehearsing		Composing	
Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.	Sing simple part songs.		Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Develop rehearsal and practice routines and strategies.		Use rhythmic and pitched notation including basic stave notation.	

Lesson	Dimensions	Skills	Lesson Content	Resources
<b>Lesson 1</b>  <b>LO:</b> To listen to and comment on a selection of classical music.	Through listening, all the musical dimensions will be open for discussion.	Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.	Ask the questions: Where in life do we hear music? What kind of music do you like? What different kinds of music are there? Talk about how to listen to music – what elements can you be looking for (using flipchart). Begin 'Music History' – briefly talk about medieval and renaissance (using flipchart). Then look at Baroque. Compare to Handel and Bach.. Look at Classical. Compare Mozart and Haydn. Look at Romantic. Compare Beethoven and Schubert. For each pair of excerpts, consider the differences in style, instrumentation, etc. Which do you prefer and why? Force children to justify their choices in musical terms.	<i>'Water Music'</i> by Handel. <i>'Air'</i> by Bach. <i>'40<sup>th</sup> Symphony'</i> by Mozart. <i>'Trumpet Concerto in Eb Major'</i> by Haydn. <i>'Symphony No 5'</i> by Beethoven. <i>'Ave Maria'</i> by Schubert.
<b>Lesson 2</b>  <b>LO:</b> To listen to a range of folk, blues and country music.	Through listening, all the musical dimensions will be open for discussion.	Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.	Define the genre of folk music and explain its historical roots: that folk music developed at the same time as classical music, but in a different, less formal context. Listen and compare Martin Carthy and Bob Dylan. Define blues music and its influences. Listen and compare Memphis Minnie and Robert Johnson. Define country music and draw the parallel to folk music. Listen and compare Johnny Cash and Patsy Cline.	<i>'Scarborough Fair'</i> by Martin Carthy. <i>'The Times They Are A Changin''</i> by Bob Dylan. <i>'Hoodoo Lady'</i> by Memphis Minnie. <i>'Crossroad'</i> by Robert Johnson. <i>'Ring of Fire'</i> by Johnny Cash. <i>'Walking After Midnight'</i> by Patsy Cline.

<p><b>Lesson 3</b></p> <p><b>LO:</b> To listen to a range of pop music.</p>	<p>Through listening, all the musical dimensions will be open for discussion.</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.</p>	<p>Introduce the notion of pop music. What does the term mean? How has it shifted over time? Explain that 'pop music' is very difficult to define – and explain that some of the music they'll hear in this session won't sound like the pop that they're used to – though as they'll come in time order, they'll probably start to sound more familiar. Compare Frank Sinatra and Dusty Springfield. Compare Stevie Wonder and ABBA. Compare Michael Jackson and The Spice Girls.</p>	<p><i>'Fly Me To The Moon'</i> by Frank Sinatra.  <i>'Son of a Preacher Man'</i> by Dusty Springfield.  <i>'Signed, Sealed, Delivered'</i> by Stevie Wonder.  <i>'Waterloo'</i> by ABBA.  <i>'Beat It!'</i> by Michael Jackson.  <i>'Who Do You Think You Are?'</i> by The Spice Girls.</p>
<p><b>Lesson 4</b></p> <p><b>LO:</b> To listen to a range of rock music.</p>	<p>Through listening, all the musical dimensions will be open for discussion.</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.</p>	<p>Talk about the difference between pop and rock and discuss the way in which these genres are linked. Compare Elvis Presley and The Beatles. Compare Led Zeppelin and Queen &amp; David Bowie. Compare Guns 'n' Roses and Oasis. How has rock music changed as time has gone on?</p>	<p><i>'Blue Suede Shoes'</i> by Elvis Presley.  <i>'Help!'</i> by The Beatles.  <i>'Immigrant Song'</i> by Led Zeppelin.  <i>'Under Pressure'</i> by Queen &amp; David Bowie.  <i>'Sweet Child O' Mine'</i> by Guns 'n' Roses.  <i>'Don't Look Back In Anger'</i> by Oasis.</p>

<p><b>Lesson 5</b></p> <p><b>LO:</b> To listen to a range of jazz, reggae and hip-hop music.</p>	<p>Through listening, all the musical dimensions will be open for discussion.</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.</p>	<p>Introduce jazz music using the flipchart. Compare Miles Davis and Louis Armstrong. Introduce reggae music using the flipchart. Compare Bob Marley and Jimmy Cliff. Introduce hip-hop music using the flipchart. Compare Run DMC and A Tribe Called Quest.</p> <p>Review the unit, and explain that music continues to evolve. Stress as well that we have only looked at Western music – we haven't looked at music from Asia, Africa or South America, all of which would sound very different again.</p>	<p>'Yardbird Suite' by Miles Davis.  <i>'What A Wonderful World'</i> by Louis Armstrong.  <i>'Three Little Birds'</i> by Bob Marley.  <i>'Wonderful World, Beautiful People'</i> by A Tribe Called Quest.  <i>'It's Like That'</i> by Run DMC.  <i>'Can I Kick It?'</i> by A Tribe Called Quest.</p>
<p><b>Lesson 6</b></p> <p><b>LO:</b> To consider and evaluate a range of musical genres.</p>	<p>Through listening, all the musical dimensions will be open for discussion.</p>	<p>Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent. Further extend music vocabulary in relation to the learning.</p>	<p>Look back over the last five weeks of musical listening. Discuss verbally as appropriate, then complete a final evaluation sheet to show favourite and least favourite genres.</p>	