

# Evolution & Inheritance – The Beatles

A Music Plan

Year Six		Autumn Term				
Topic Link						
This unit links to the science topic ‘Evolution & Inheritance’. (It doesn’t really, but the title holds it together.)						
Overview						
This unit shows children how popular music is influenced by what has gone before, and how musicians can evolve their style over time. It also specifically introduces children to the music of The Beatles.						
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 and identify 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 different types of harmony and how they can be used for expressive effect.	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 part songs with confidence.		Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Further 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 be aware of the musical ideas The Beatles inherited from others.	<b>Timbre:</b> Identify families of instruments, and different ensemble combinations. Refine use of percussion instruments.	<b>Listening:</b> 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.	Introduce The Beatles – have you heard of them? Can you name any of their songs?  Listen to a range of songs covered by The Beatles: the original versions, and the versions recorded by The Beatles. For each song, choose a favourite version and try to justify your choice by using musical language / referring to the musical dimensions. What differences and similarities can you identify between versions?	<i>'That's Alright Mama'</i> by Elvis Presley / The Beatles <i>'Long Tall Sally'</i> by Little Richard / The Beatles <i>'Please Mr Postman'</i> by The Marvelettes / The Beatles <i>'Hallelujah, I Love Her So'</i> by Ray Charles / The Beatles <i>'Ain't She Sweet'</i> by Gene Austin / The Beatles <i>'Maggie Mae'</i> by The Vipers / The Beatles
<b>Lesson 2</b>  <b>LO:</b> To follow the chord structure of a song.	<b>Structure:</b> Understand a wider range of musical structures. <b>Timbre:</b> Identify families of instruments, and different ensemble combinations. Refine use of percussion instruments.	<b>Singing:</b> Sing part songs with confidence. <b>Playing &amp; Rehearsing:</b> Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance.	Watch the video clip of 'Love Me Do'. What instruments do you recognise?  Look at the structure of the song. How is it built? How many different sections are there? Emphasise the simplicity of the song – it has a very simple structure based around some simple repeated phrases – this will not be the case for all the Beatles' songs we listen to over this unit!  Try singing along to the music – which melody line will you follow for Part A? Can you hear both? Using the glockenspiels, follow the bass notes to the song. Emphasis the steady beat and the rest in barre 17.	<i>'Love Me Do'</i> by The Beatles

<p><b>Lesson 3</b></p> <p><b>LO:</b> To follow the chord structure of a song.</p>	<p><b>Timbre:</b> Identify families of instruments, and different ensemble combinations. Refine use of percussion instruments.</p> <p><b>Structure:</b> Understand a wider range of musical structures.</p>	<p><b>Singing:</b> Sing part songs with confidence.</p> <p><b>Playing:</b> Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Further develop rehearsal and practice routines and strategies.</p>	<p>Listen to 'Eleanor Rigby' and follow the lyrics. Sing along to the song once it's been played a couple of times. What are the obvious differences between 'Eleanor Rigby' and 'Love Me Do' from last week? What instruments can you hear in this song? Are they surprising, given that The Beatles were known as a rock band? Show children the 'E minor' chord – they may remember this from the Year Five 'Camel Driver' unit. How does it compare to an E major? How does the scale of E minor fit the feel of the song? Look at the music for 'Eleanor Rigby'. Can you follow it on the glockenspiel? Bass notes to start, full chords if possible. Delegate the bass run to some children – can it be incorporated into the song as a whole?</p>	<p>'Eleanor Rigby' by The Beatles</p>
<p><b>Lesson 4</b></p> <p><b>LO:</b> To explore harmony within a song.</p>	<p><b>Pitch:</b> Recognise and identify a range of different scale patterns.</p>	<p><b>Singing:</b> Sing part songs with confidence.</p> <p><b>Playing:</b> Further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance. Further develop rehearsal and practice routines and strategies.</p>	<p>Watch the video to 'All You Need Is Love'. Are there any noticeable similarities or differences between this song or 'Eleanor Rigby' / 'Love Me Do'?</p> <p>Listen to 'All You Need Is Love' and follow the lyrics.</p> <p>Listen in particular to the final chorus of the song. Discuss the idea of harmony – different people singing different notes to blend together. Divide the class into two groups – can they sing one part each?</p> <p>Can they play both parts on the glockenspiels together?</p>	<p>'All You Need Is Love' by The Beatles</p>

<p><b>Lesson 5</b></p> <p><b>LO:</b> To experiment with different musical timbres, textures and structures.</p>	<p><b>Timbre:</b> Identify families of instruments, and different ensemble combinations. Refine use of percussion instruments.</p> <p><b>Texture:</b> Begin to understand different types of harmony and how they can be used for expressive effect.</p> <p><b>Structure:</b> Understand a wider range of musical structures.</p>	<p><b>Listening:</b> Compare and contrast music heard and performed with an awareness of the music's context, purpose and composer's intent.</p> <p>Further extend music vocabulary in relation to the learning.</p> <p><b>Composing:</b> Use rhythmic and pitched notation including basic staff notation.</p>	<p>Discuss the music elements of timbre and texture – how have they related to the music you've listened to in this unit.</p> <p>Listen to Revolution #9 (you might not want to go through the whole 8 minutes). Children to brainstorm the sounds they can hear as they listen to the track. How is this music dramatically different to the other songs you've listened to over the course of this unit? Why would this be?</p> <p>In small groups, children to create a short composition using sounds produced by things around them. Could these compositions be written in standard notation on a staff? How else could you make a written recording of your composition?</p> <p>Texture, Timbre – create soundscape</p>	<p><i>'Revolution 9'</i> by The Beatles.</p>
<p><b>Lesson 6</b></p> <p><b>LO:</b> To compose short pieces of melody.</p>	<p><b>Pitch:</b> Recognise and identify a range of different scale patterns.</p>	<p><b>Composing:</b> Use rhythmic and pitched notation including basic staff notation.</p>	<p>Listen to the final section of the 'Abbey Road' medley – the end of the last album the Beatles made.</p> <p>Listen to 'The End' and work through the structure of the track.</p> <p>Set children two staves to compose in (key of A). This follows the pattern of the guitar solo at the end of the track. As the guitarists in the Beatles take it in turns to solo over the chord structure, so the children should be able to play their compositions over the track in turn.</p>	<p><i>'Golden Slumbers', 'Carry That Weight', 'The End'</i> by The Beatles (combined)</p>