



Key Vocabulary

expression	Playing or singing with a personal response to the music.
dynamics	The volume of the notes. This often changes through a piece of music.
diaphragm	A dome shaped muscle, which we use to control our breath when singing..
melody	The combination of pitch and rhythm which forms a tune..
melody line	The notes that make a melody.
counter melody	a melody that can be sung to complement the existing melody.
score	A written form of a musical composition..

Key Skills

- Discussing musical eras in context
- Representing changes in pitch, dynamics and texture using graphic notation
- Using musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- Recording own composition using appropriate forms of notation and/or technology.
- Working as a group to perform a piece of music, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

Music Year 6 Autumn 2 Songs of World War 2

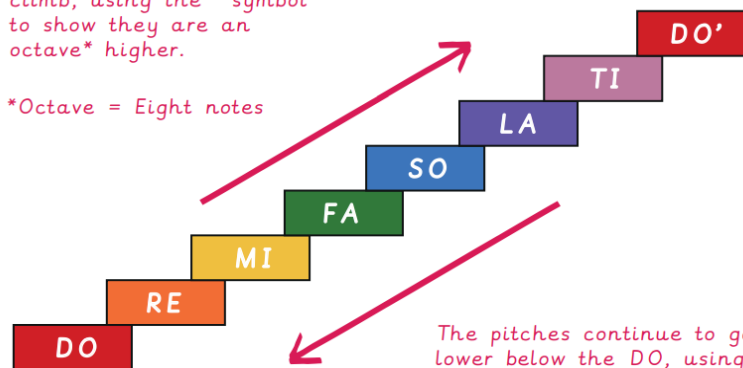
The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



Solfa ladder pitches

The pitches continue to climb, using the ' symbol to show they are an octave* higher.

*Octave = Eight notes



The pitches continue to go lower below the DO, using the , symbol to show they are an octave lower.

Graphic score

A way of writing down music on the page without using traditional stave notation, instead using symbols and images to represent the music.



Key Questions

- What was important about music during WW2?
- How many notes are in an octave?
- What does it sound like when pitch changes?
- How can we notate a melody?
- How can we sing with expression and dynamics?

Links to other Learning

- EYFS - Big band - identify and copy sounds.
- Year 1 - sound patterns
- Year 2 - sound patterns
- Year 3 - compositions
- Year 4 - pitch, tempo and dynamics
- Year 5 - looping and remixing

Links to other Subjects

- PHSE - Working with others.
- English - Speaking and listening
- History - World War 2