

UNIT: War and Music Term: 1 Year: 9

Focus:

Pupils will develop awareness for how music was important during the war and how it can be used to portray war. Pupils will study the cultural and historical background behind the music to gain a better understanding and become aware of a wide repertoire from big band music to contemporary works. Performances of war pieces and learn to compose their own fanfare. Develop ability to notate ideas and use music to create effects.

Key Vocabulary:

Fanfare, Pitch, Rhythm, Chords, Swing, March, Harmonic Sequence, Instrumentation

Specific Teaching:

- ♣ Class reading about Big Band music and Glen Miller
- ♣ Listen to “In the Mood” – listening task and then learnt to play it on keyboards
- ♣ H/W – research about entertaining music from the war.
- ♣ Listen to a variety of music that is influenced by the war with H/W
- ♣ Look at the harmonic sequence in Tattoo (Last Post) through listening
- ♣ Learn to play Last Post on keyboards H/W about the music
- ♣ Compose own Fanfare
- ♣ Study music that shows war through listening and related H/W – Dambusters
- ♣ Perform and Record compositions

PoS

- 6d
- 6a, 6c, 5a, 5b
- 6e
- 6c, 6d, 6e
- 4e, 6e
- 5a, 5b, 5c,
- 5f, 5g, 5h
- 6e, 6c
- 5c, 5d

Repertoire:

Mars – Holst
Sinfonietta – Janacek
Fanfare for the Common Man – Copland
Last Pot
War Requiem – Britten
Dambusters
In the Mood – Glen Miller

Resources:

Worksheets
Listening Material
CDS
Performance Sheets/Scores
Composition task sheet
Keyboards
Recording Equipment

Activity Plan:

- ♣ Introduce Music and War by continuing from last unit – Jazz and look at Glen Miller and Swing “In the Mood”. Class reading about this, followed by listening and then learning to play it on the keyboard. H/W Find out about the music people listened to during the war.
- ♣ Class performances of In the Mood.
- ♣ Music influenced by war – reading for Remembrance Day.
- ♣ Listen to Last Post and learn to play in pairs. H/W Find out about fanfares.
- ♣ Listening tasks about music influence by the war and related h/w.
- ♣ Discuss Fanfares and how they are made. Compose a simple one as a class.
- ♣ H/W Find out about Copland.
- ♣ Individual or group compositions of fanfares using worksheet. To be Notated.
- ♣ Class discussion about music in films. Watch opening of Dambusters.
- ♣ Discuss music played to show soldiers marching – Marches. Listening tasks.
- ♣ Performance of fanfare compositions and recordings.
- ♣ Singing WWII songs to end project —————> Xmas songs for holiday!!!

Outcome:

All pupils:

Show awareness of how music was important during the war and how it can be used to create an effect. Compose a fanfare in a group with some variety in rhythm Play individual part confidently and in time. Develop an understanding of the cultural and historical importance of this music shown through CW and HW. Participate in class discussion.

Most pupils:

Compose a stylish composition and use simple notation. Take a more leading role In group performance and perform with good interpretation of mood. Identify composers and styles of music with ease. Discuss instrumentation and use of musical elements and chords.

Some pupils:

Perform a fully notated and completed fanfare with two parts. Show understanding of the harmonic sequence and how to compose a melody. Compose in the style of one composer studied. Develop a full awareness of their works.

Assessment:

- ♣ HW
- ♣ CW
- ♣ Composition
- ♣ Project