

BRUNSHAW PRIMARY SCHOOL



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Subject: Music	Year group: 6 Term: Summer 1	Title: Performing (Panto Pandemonium)
What should I already know? • That the content of a performance should vary depending on the audience and the occasion. • That songs tell a story. If you articulate your words clearly the meaning will be passed onto the audience. • To know that musical instruments are important in songs too. • To know that you need to be planned and confident when performing and consider the best place for people to sit and stand. • That songs have different structures. They can have verses and choruses and be call and response or include a bridge. • What a pantomime is.	Facts I will learn: • That the performing space is very important and that it must be used well. • To know that an introduction is the songs beginning. It sets the scene for the melody, rhythm, tempo and energy. • To know that the songs have different textures, dynamics, tempo, rhythm, pitch and timbre and these combine to make us feel different emotions. • To know that when you sing in a choir you need to observe rhythm, phrasing and pitching and also pay attention to breathing. • That you can accompany songs using tuned instruments, either using notes on the treble stave or from memory, using your knowledge of crochets, minims, quavers and semibreves.	Key questions: • How will we set up our performance area so that audience, choreography and transitions are done well? • Do all songs have an introduction? • What techniques do composers use to make us feel different emotions and can you identify these in the songs from the production? • How can you ensure that your songs in your performance sound good? • Could you add your skill of playing a tuned instrument to your song to enhance the performance?

Key Skills: • To show an awareness of being in tune. • To be able to compare two songs in the same style. • Sing as part of a group following the lead of a conductor listening to each other. • To have an awareness of pulse internally when singing. • To sing in unison and / or parts. • To show awareness of who you are performing for and the subject you are writing about. • To show an awareness of the group, singing in tune and at the same time. • To apply knowledge of notation to accompany songs – crochet, minims quaver, semibreves	Experiences that school will provide: • Opportunity to see a performance with a live orchestra in the form of pantomime. • Performance at end of Year.	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>stave</td><td>A set of five parallel lines on which notes are written to show their length and pitch</td></tr><tr><td>crochets</td><td>A note which lasts for one beat</td></tr><tr><td>minims</td><td>A note which lasts for 2 beats</td></tr><tr><td>quavers</td><td>A note which lasts for ½ beat</td></tr><tr><td>semibreves</td><td>A note that lasts for 4 beats</td></tr><tr><td>rest</td><td>A time in music when you don't play</td></tr></table>	Key vocab	Definition	stave	A set of five parallel lines on which notes are written to show their length and pitch	crochets	A note which lasts for one beat	minims	A note which lasts for 2 beats	quavers	A note which lasts for ½ beat	semibreves	A note that lasts for 4 beats	rest	A time in music when you don't play
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Web links: https://pantolive.com/	Experiences that could be provided at home: Watch a live performance together if the chance arises.															