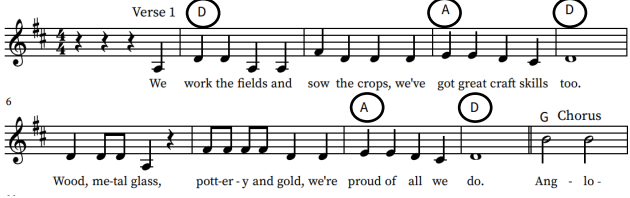




ART	D&T	Geography	History	ICT	MFL	MUSIC X	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p>L.O. To learn to sing the song ‘We are Anglo – Saxons’</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must sing along to the lyrics of ‘We are Anglo-Saxons’ 2. I should be able to identify the different musical features of the song ‘We are Anglo-Saxons’. 3. I could define the various musical elements featured in the song ‘We are Anglo-Saxons’. 	<p>Starter: Practice singing warmups on Charanga. Pick a selection of videos to allow children to warm up their singing voices. https://www.essexmusichub.org.uk/c/1313271-warm-up-activities</p> <p>Input: Play the tutorial video (BBC Teach School Radios (Anglo-Saxons) – Part 1). This will teach the children how to sing the song ‘We Are Anglo-Saxons’. Activities include:</p> <ul style="list-style-type: none"> • Identifying and clapping along to the steady, marching beat at the beginning of the song • Identifying the steady word rhythms in Verse 1, then the faster word rhythms. • Understanding how the notes jump from low to high at the end of each verse, running into the chorus. • Listening for the notes getting higher in pitch at the end of the chorus. • Dividing into two groups - boys and girls - to sing Verse 3. • Recognising the repeated melodic patterns in Verse 4. <p>Task: Scroll down and allow children to practice singing the whole song to the backing track.</p>	<p>Charanga</p> <p>BBC Teach School Radios: https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv</p> <p>Plenary music task</p>	<p>Singing an Anglo-Saxon song</p> <p>Learning musical terms</p>

		<p>Plenary: Play the 'Drama: Anglo-Saxons arrive' video while the children complete the date, L.O. and musical task in their books. The task is to match the musical terms discussed today with the correct definition.</p>		
2	<p><u>L.O. To learn to play the song 'We are Anglo – Saxons'.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must play the correct notation on my instrument. 2. I could understand the structure of the piece 'We are Anglo-Saxons.' 3. I could play the correct notes using the correct structure along with the backing track. 	<p>Starter: Recap last lesson and listen through the 'We are Anglo-Saxons' song and sing along.</p> <p>Input: Hand out the glockenspiels in pairs or ukuleles and allow children to familiarise themselves with the instruments.</p> <p>Teach the children to play the bass notes of 'We are Anglo-Saxons'. You can find this on the sheet music which is the big letter above each bar. (It might be easier to write up the bass notation on the board).</p>  <p>Verse 1</p> <p>We work the fields and sow the crops, we've got great craft skills too.</p> <p>6</p> <p>Wood, me-tal glass, pott-er-y and gold, we're proud of all we do. Ang - lo -</p> <p>G Chorus</p> <p>Explain the structure of the piece and how different sections of the piece repeat. What sections repeat? How do they repeat? Why do they repeat?</p> <p>Task: Practice playing the piece focussing on the structure. Use the backing track to help.</p> <p>Plenary: Ask children to perform solos at the front along to the backing track. Encourage children to compliment and give constructive criticism. (Children can take sheet music home to practice.)</p>	<p>Glockenspiels/ukuleles</p> <p>'We Are Anglo-Saxons' Sheet Music</p> <p>BBC Teach Schools Radio: https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv</p>	<p>Playing the glockenspiels or ukuleles</p> <p>Reading notation</p>

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
3	<p><u>L.O. To learn to play the song ‘We are Anglo – Saxons’.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand the structure of this piece of music 2. I should understand how to keep the pulse and follow the tempo 3. I could rehearse and perform the piece ‘We are Anglo-Saxons’. 	<p>Input: Hand out the glockenspiels in pairs or ukuleles and allow children to familiarise themselves with the instruments.</p> <p>Recap the learning from last week. Revise what the children understand about the structure of the piece. Who can remember the structure? What parts were repeated?</p> <p>This week, we are going to focus on keeping the pulse and following the tempo. Discuss the words pulse and tempo and what they mean. (Pulse: a musical beat or other regular rhythm. Tempo: The speed at which a passage of music is or should be played).</p> <p>Task: In pairs and using chrome books, allow children to log in and find the backing track and practice keeping the tempo. Ask TA to take a year group out into a different room or use headphones https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv</p> <p>HA/G&T: Ask these children to read the notation from the sheet music and try to learn the melody line.</p> <p>Plenary: Ask pairs to come to front and perform. Ask the other children to compliment and give constructive criticism based on the success criteria.</p>	<p>BBC Teach Schools Radio: https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv</p> <p>Glockenspiels or ukuleles</p> <p>Chromebooks</p> <p>‘We Are Anglo-Saxon’ sheet music.</p>	<p>Rehearsing and performing ‘We are Anglo-Saxons’.</p> <p>Playing the glockenspiel or ukulele</p>

4	<p><u>L.O. To learn the song ‘Beowulf – Part One’.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must sing along to the lyrics of ‘Beowulf – Part One’. 2. I should be able to identify the different musical features of the song ‘Beowulf – Part One’. 3. I could define the difference between the major and the minor key. 	<p>Starter: Practice singing warmups on Charanga. Pick a selection of videos to allow children to warm up their singing voices. https://www.essexmusichub.org/c/1313271-warm-up-activities</p> <p>Input: Play the tutorial video (BBC Teach School Radios (Anglo-Saxons) – Part 3). This will teach the children how to sing the song ‘Beowulf – Part One’. Activities include:</p> <ul style="list-style-type: none"> • Identifying the tone of the music in Verse 1 - happy! - and those sections where the music is 'sad'. • Identifying the rests in the chorus. These are pauses in the singing or music, when nothing happens. • Singing in two parts in the slow section. Identifying that it is much slower and is in the minor key - helping to show how devastating Grendel’s attack has been on everyone. • Looking at the structure of the song. Identifying the fast sections which are in the major key (Verse 1 and chorus); the fast sections which are in the minor key (Verse 2); the slow middle section, which is in the minor key; and the last verse (Verse 3), which is fast and in the major key. <p>Task: Scroll down and allow children to practice singing the whole song to the backing track.</p> <p>Plenary: Play the song in the background and allow children to write date and LO in book and complete musical task. They must create a small poster explaining major (happy and positive) and minor (sad and mysterious) keys. It must include definitions of each key and can include a picture.</p>	<p>Charanga</p> <p>BBC Teach School Radios: https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-beowulf-part-one-grendel/z66jjhv</p> <p>Lyrics</p>	<p>Singing a song about Grendel.</p> <p>Illustrate a poster about major and minor keys</p>
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
5	<p><u>L.O. To learn the song 'Beowulf – Part Two'.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must sing along to the lyrics of 'Beowulf – Part Two'. 2. I should be able to identify the different musical features of the song 'Beowulf – Part Two'. 3. I could define the various musical elements featured in the song 'Beowulf – Part Two'. 	<p>Starter: Practice singing warmups on Charanga. Pick a selection of videos to allow children to warm up their singing voices. https://www.essexmusichub.org.uk/c/1313271-warm-up-activities</p> <p>Input: Play the tutorial video (BBC Teach School Radios (Anglo-Saxons) – Part 4). This will teach the children how to sing the song 'Beowulf – Part Two'. Activities include:</p> <ul style="list-style-type: none"> • Discussing how the singer of this song is Beowulf and he's addressing Hrothgar the King. • Identifying how the song sounds happy to start with. It's in the major key - the tone is upbeat and positive, just like Beowulf himself. • Comparing the beginning of the first verse with the end of the first verse: the music starts off low - but becomes higher in pitch at the end of the verse. • Exploring the change in tempo at the end of Verse 1: the music slows down. • Identifying how the tone changes at the end of the chorus - from upbeat and happy, to ominous. <p>Task: Scroll down and allow children to practice singing the whole song to the backing track.</p> <p>Plenary: Play the song in background while the children complete the date, L.O. and musical task in their books. The task is to match the musical terms discussed today with the correct definition.</p>	<p>Charanga</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-beowulf-part-2-beowulfs-song/z7pmmfr</p> <p>Lyrics</p> <p>Plenary musical task</p>	<p>Singing a song about Grendel and Beowulf</p> <p>Learning musical terms</p>

6	<p><u>L.O. To learn the song ‘ Beowulf – Part Three’.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must sing along to the lyrics of ‘Beowulf – Part Three’. 2. I should be able to identify the different musical features of the song ‘Beowulf – Part Three’. 3. I could understand the storyline of Beowulf from listening to the music and watching the dramatic retelling. 	<p>Starter: Practice singing warmups on Charanga. Pick a selection of videos to allow children to warm up their singing voices. https://www.essexmusichub.org.uk/c/1313271-warm-up-activities</p> <p>Input: Play the tutorial video (BBC Teach School Radios (Anglo-Saxons) – Part 5). This will teach the children how to sing the song ‘Beowulf – Part Three’. Activities include:</p> <ul style="list-style-type: none"> • Noting that the introduction is slow and solemn, as we imagine what might be lurking outside in the darkness. • Noting that after the slow introduction the tempo changes and becomes much faster. • Identifying that there are lots of words to fit with each verse. • Practising singing the high notes at the start of the chorus. • Trying to sing with expression, as Grendel’s mother, as she demands to know who killed her son. • Noting how, in the last verse, the tempo slows down, as Beowulf raises his sword...then speeds up again at the very climax. • Identifying how the slow coda is quiet, as Grendel’s dying mother sings for the last time. <p>Task: Scroll down and allow children to practice singing the whole song to the backing track.</p> <p>Plenary: Watch the three episodes of the Drama – Beowulf which is halfway down each website. Children must order the pictures from the worksheet while watching the three-part series.</p>	<p>Charanga</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-beowulf-part-3-revenge-grendels-mother/zmbsscw</p> <p>Lyrics</p> <p>Storyboard pictures</p>	<p>Singing a song about Grendel’s Mother</p>
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