

The Craylands School KS1 Long term subject: Music

Aims			
<ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation 			
Skills		Knowledge	
<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 		<ul style="list-style-type: none"> 	
	Term 1		
Year 1 Terms 1 & 2	The Great Musicians – Johnny Cash + The Ring of Fire		
Link to prior learning			
Vocabulary	Loud,	quiet sounds	Chorus Repeated Country
Learning objectives	Context	Skills	Knowledge
To learn about a famous artist	Who was Johnny Cash? What is country Music?		
To respond to music	How do you feel when listening to Hurt / I Walk the Line / Ring of Fire?	listen with concentration and understanding to a range of high-quality live and recorded music	

<p>To identify different rhythmic contrasts</p>	<p>How can we make different rhythms? Use Rhythm (thenational.academy) to deliver the lesson on rhythm.</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	
<p>To sing in a certain style</p>	<p>How do we Sing LOW? Use Pitch (thenational.academy) to deliver the lesson on pitch</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<ul style="list-style-type: none"> • Can they make different sounds with their voice? • Do they join in with singing? • Can they copy sounds? • Can they follow instructions about when to sing?
<p>To recognise melodies</p>	<p>How are the words sung differently? Use Melody (thenational.academy) to deliver the lesson on melodies</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	
<p>To perform</p>	<p>How can we perform a version of Ring of Fire? What rhythms, patterns of clapping will we need?</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<ul style="list-style-type: none"> • Can they use their voice to sing / speak / chant?
<p>Other useful links</p>	<p>Johnny Cash bio from official site - https://www.johnnycash.com/about/biography/ Official site - https://www.johnnycash.com/</p> <p>How to Sing Low like Johnny Cash – Ken Tamplin Vocal Academy - Voice Lesson Johnny Cash – official music video - Hurt I walk the Line – lyrics Johnny Cash – Ring of Fire – Live Ring of Fire - Lyrics Joaquin Phoenix – Ring of Fire scene</p>		

Year 1 Terms 3 -6	Classical + The Great Composers – Fantasia and Prokofiev’s ‘Peter and the Wolf’		
Link to prior learning			
Vocabulary	Texture, timbre, tone colour, Strings, woodwind, brass, percussion leitmotif Clarinet, oboe, bassoon, French horn, strings, timpani, bass drum,		
Learning objectives	Context	Skills	Knowledge
To learn about a famous composer	Who was Sergey Prokofiev?		
To name instruments	What is the name of this Instrument? What family do they belong to in an orchestra? Use Instruments of the orchestra: The families (thenational.academy) to deliver this lesson		
To name brass and percussion instruments	What are these instruments called? Are they brass or percussion?		
To listen and respond to music	Can we listen to Peter and the Wolf; can you hear when the music is about Peter and when it is about the wolf? What instrument has been used?	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Can they identify simple changes in sounds?
To respond to music	How does each instrument fit the story? Which instrument would you		

	choose to represent this animal? Why?		
To understand pulse	Can we find the pulse in a song? Understanding pulse (thenational.academy)		<ul style="list-style-type: none"> • Can they recognise how symbols represent a pulse?
To recognise pulse in symbols	How can you represent the pulse of a piece of music using symbols? Understanding how sound is represented by symbols (thenational.academy)		<ul style="list-style-type: none"> • Can they show sounds by using pictures – for example, shapes / marks?
To compose	What would a piece of music sound like for this animal? Fast, slow, high, low?	experiment with, create, select and combine sounds using the interrelated dimensions of music	<ul style="list-style-type: none"> • Can they make different sounds with instruments? • Can they clap short rhythmic patterns? • Can they use images to represent a pulse?
To perform	Can we play our music and record it?	<ul style="list-style-type: none"> • play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Can they change the sound? • Can they repeat simple (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they use instruments to perform? • Can they follow basic instructions about when to play?
To perform with others	Can we make a class story from the piece of music you have composed? What will happen? What animals are in it?		<ul style="list-style-type: none"> • Can they change the sound? • Can they repeat simple (short rhythmic and melodic) patterns?

			<ul style="list-style-type: none"> • Can they make a sequence of sounds? • Can they use instruments to perform? • Can they follow basic instructions about when to play?
<p>Other useful links</p>	<p>Prokofiev - composer's page – classic fm - https://www.classicfm.com/composers/prokofiev/</p> <p>Prokofiev on classics for kids - https://www.classicsforkids.com/composers/composer_profile.php?id=51</p> <p>Royal Opera House profile - http://www.roh.org.uk/people/sergey-prokofiev</p> <p>Examples of key Prokofiev pieces –</p> <ul style="list-style-type: none"> • March from the Love for Three Oranges - https://www.youtube.com/watch?v=-Ur8dHVxByE • Troika from Lt Kije - https://www.youtube.com/watch?v=5QsRDpsltq0 • Dance of the Knights from Romeo and Juliet – conducted by the awesome Valery Gergiev - https://www.youtube.com/watch?v=Z_hOR50u7ek <p>Peter and the Wolf is a musical composition written by Sergei Prokofiev in 1936. The intent was to introduce children to the individual instruments of the orchestra. The narrator tells a children's story (about 25mins), while the orchestra illustrates it - each character in the story has a particular instrument and a musical theme –</p> <ul style="list-style-type: none"> • The bird – a flute • The duck – oboe • The cat – clarinet • Grandfather – bassoon • Wolf – French horns • Hunters – woodwind and trumpet theme with gunshots on timpani and bass drum • Peter – string instruments <p>It is Prokofiev's most frequently performed work and one of the most frequently performed works in the entire classical repertoire. It has been recorded many times.</p>		

- This is brilliant for KS1 – the Vancouver Symphony Orchestra plays [Peter and the Wolf](#)
- [David Bowie](#) narrates Disney's Peter and the Wolf

Instruments of the Orchestra

- Introduction to the Instruments of the Orchestra - Instrumental demonstrations prepared by the sections of the Portland Youth Philharmonic - [PYP](#)
- [Families](#) of Instruments – descriptions of the instruments based on how the sound is produced

Benjamin Britten - Young Person's Guide to the Orchestra – The work is based on the Rondeau from Henry Purcell's incidental music to Aphra Behn's 1676 play Abdelazer, and is structured as a way of showing off the tone colours and capacities of the various sections of the orchestra.

- In the introduction, the theme is initially played by the entire orchestra, then by each major family of instruments of the orchestra: first the woodwinds, then the brass, then the strings, and finally by the percussion. Each variation then features a particular instrument in depth, generally moving through each family from high to low (the order of the families is slightly different from the introduction). So, for example, the first variation features the piccolo and flutes; each member of the woodwind family then gets a variation, ending with the bassoon; and so on, through the strings, brass, and finally the percussion.
- After the whole orchestra has been effectively taken to pieces in this way, it is reassembled using an original fugue which starts with the piccolo, followed by all the woodwinds, strings, brass and percussion in turn. Once everyone has entered, the brass are re-introduced (with a strike on the tamtam) with Purcell's original melody
- You can watch it here - <https://www.youtube.com/watch?v=pbVRn3q3fEw>

Year 2 Term 1 & 2	The Great Musicians – Gospel – From Aretha Franklin to Queen and U2		
Link to prior learning			
Vocabulary	Vocals, Christian lyric, Call and response A Capella Tempo, melody, pulse, clap, pitch Rhythm, phrases, breathe		
Learning objectives	Context	Skills	Knowledge
To learn about a famous artist	Who was Aretha Franklin?	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	
To learn about a style of music To respond to music	<p style="text-align: center;">What is Gospel Music?</p> <p>Can we listen to Somebody to Love / I Still haven't found – what makes the gospel version different to the original?</p>	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	
To recognise pulse and tempo	<p>What is the beat of a piece of music? How can we change the speed of what we are singing?</p> <p>Use Identifying tempo: Changes in tempo (thenational.academy) to deliver this lesson.</p>	use their voices expressively and creatively by singing songs and speaking chants and rhymes	
To consider how we can use our voice	How can we use our voices when singing?	use their voices expressively and creatively by singing songs	

	Use Exploring different ways to use the voice (thenational.academy) to deliver this lesson	and speaking chants and rhymes	
To perform using voices	How can we sing like a gospel choir? How can we use our voices to chant? How can we use clapping and our body language to enhance the singing?	use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> • Do they sing and follow the shape of a melody (tune)? • Do they sing accurately at a given pitch? • Can they perform with others? • Can they sing / clap a steady pulse increasing or decreasing the tempo?
To perform	How can we perform the chorus in a gospel version of Somebody to Love or I Still Haven't Found?	use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> • Do they sing and follow the shape of a melody (tune)? • Do they sing accurately at a given pitch? • Can they perform with others? • Can they sing / clap a steady pulse increasing or decreasing the tempo?
Other useful links	<p>Aretha Franklin – official website - https://www.arethafranklin.net/ Aretha Franklin – I say a little prayer - https://www.youtube.com/watch?v=KtBbyglq37E George Michael, Aretha Franklin - I Knew You Were Waiting (For Me) - https://www.youtube.com/watch?v=fDxzQJaA228 Moment Aretha stepped in for Pavarotti - https://www.youtube.com/watch?v=hwtNrtHblZ8</p> <p>Amazing Grace + Where the Streets Have No Name - U2 + Gospel Choir – I Still Haven't Found What I'm Looking For Gospel Soul Cover - I Still haven't found what I'm looking for Queen – Somebody to Love Gospel Somebody to Love – Freddie's vocals isolated - https://www.youtube.com/watch?v=6tDJXeUT2tg Queen + George Michael w/London Gospel Choir</p>		

Year 2 Terms 3 & 4	Classical + The Great Composers – The Classics in Film: 2001: A Space Odyssey + Fantasia 2000		
Link to prior learning			
Vocabulary	Beginning, middle, end Pulse Sounds Patterns Notations and musical sounds – symbols, shapes, marks		
Learning objectives	Context	Skills	Knowledge
To make links between music and images	How does the music we are listening to match with the images we are looking at?	<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • play tuned and untuned instruments musically <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	
To identify instruments	What instruments are being played? Use Instruments of the orchestra: How they are played (thenational.academy) to deliver this lesson		
To respond to music in media To recognise a musical drone	What do you think of the music played in these films? How does it tell a story? Use Drone (thenational.academy) to deliver a session on drones.		
To compose	What instruments can we play to match the images/film clips? How can we create a beginning, middle and end?		<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they choose sounds which create an effect?

	Use Exploring different ways to create instrumental sounds (thenational.academy) to look at how items around the house can be used.		<ul style="list-style-type: none"> • Can they create music in response to different starting points? • Can they confidently use a range of symbols, shapes or marks to represent sounds? • Can they make connections between notations and musical sounds?
To record rhythms and pulses	How can we record what we have composed using notation? Use Using symbols to represent sounds (thenational.academy) to teach this lesson.		<ul style="list-style-type: none"> • Can they make connections between notations and musical sounds?
To perform	Does the music we play match the images/clips we are using?		<ul style="list-style-type: none"> • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they play simple rhythmic patterns on an instrument?
Other useful links	<p>From 2001 – A Space Odyssey</p> <p>From early in production of the film, director Stanley Kubrick decided that he wanted the film to be a primarily nonverbal experience that did not rely on the traditional techniques of narrative cinema, and in which music would play a vital role in evoking particular moods. About half the music in the film appears either before the first line of dialogue or after the final line. Almost no music is heard during scenes with dialogue.</p> <p>The film is notable for its innovative use of classical music taken from existing commercial recordings. Most feature films, then and now, are typically accompanied by elaborate film scores or songs written specially for them by professional composers. In the early stages of production, Kubrick commissioned a score for 2001 from Hollywood composer Alex North, who had written the score for Spartacus and also had worked on Dr. Strangelove. During post-production, Kubrick chose to</p>		

abandon North's music in favour of the now-familiar classical pieces he had earlier chosen as temporary music for the film. North did not learn that his score had been abandoned until he saw the film's premiere!

Here's the key clips -

- Richard Strauss - 'Also Sprach Zarathustra' - Opening [scene](#)
- Johann Strauss II - 'The Blue Danube' [scene](#)

You could go on to explore and discuss how music changes a movie – this [video](#) looks at the famous scene from Jurassic Park and plays scary, suspense, dramatic, emotional, calm etc music to show children how the change in music can affect our response - Here's the actual scene - <https://www.youtube.com/watch?v=PJImYh27MHg>

- You could look at film scenes without music – here is the [end scene](#) in ET WITHOUT music - and the actual film scene - <https://www.youtube.com/watch?v=75M1XXEZciU>
- Here is the throne room ending from Star wars [without](#) John Williams - and the actual film [scene](#)

There's also plenty of accessible film music podcasts if children are interested in learning more – David W Collins' Soundtrack Show is particularly superb - <https://podcasts.apple.com/gb/podcast/the-soundtrack-show/id1351960656>

Here are some examples of effective music from films – you could ask the children how it makes them feel, if they could imagine what might be happening in the scenes and why etc

- This Land from the Lion King - <https://www.youtube.com/watch?v=TGDXTZFleHQ>
- Zero-X theme - <https://www.youtube.com/watch?v=cdGUXhumTt8>
- Gabriel's Oboe from The Mission - <https://www.youtube.com/watch?v=IArnKBT82I>
- Welcome to Jurassic Park - <https://www.youtube.com/watch?v=BXsWn9DhF5g>
- Define Dancing from Wall-E - <https://www.youtube.com/watch?v=agiqXTA7hX4>

Year 2 Terms 5 & 6	The History of Music –February 3rd 1959: The Day the Music Died		
Link to prior learning			
Vocabulary	Nostalgia, rock n roll, America, 1950s Buddy Holly, Ritchie Valens, The Big Bopper Chevrolet, levee, rye whiskey Civil Rights, JFK, MLK, Vietnam War Sock hops, cruising, Bob Dylan, The Beatles, James Dean, Rolling Stones, Verse, chorus, repeated phrase/line		
Learning objectives	Context	Skills	Knowledge
To make links between history and music	Who were Ritchie Valens, Buddy Holly, JP ‘The Big Bopper’ Richardson? What happened to them?		<ul style="list-style-type: none"> • Can they respond to different moods in music and think about the changes in sound? • Can they listen to a piece of music and discuss where and when they may be heard using simple musical vocabulary – E.g. it’s quiet and smooth so would be good for sleeping
To understand a genre of music	What was rock n roll?		
To recognise repeating phrases in songs	In Don McLean ‘American Pie’ –Can we identify verses and repeating chorus? Use Sequence (thenational.academy) to deliver a lesson on musical sequencing	<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • Can they listen out for particular things when listening to music?

<p>To understand songs have meanings</p>	<p>Lyric analysis – what does the chorus mean? Why does it repeat? What effect does this have?</p> <p>Use Riff (thenational.academy) to look at musical riffs.</p>		<ul style="list-style-type: none"> • Can they listen out for particular things when listening to music?
<p>To make links between history and music</p>	<p>Why is the song called 'The day the music died'?</p>		
<p>Other useful links</p>	<p>Buddy Holly – Everyday , Peggy Sue, That'll be the Day Ritchie Valens – La Bamba, Come On, Let's Go, We Belong Together Big Bopper – Chantilly Lace</p> <p>Don McLean – American Pie The meaning - Annotated song American Pie explained – Don McLean's cultural history of rock n roll</p> <p>Bob Dylan – the times they are a changing, masters of war, like a rolling stone Rolling Stones – Jumpin Jack Flash, Sympathy for the Devil Jim Morrison + The Doors – light my fire, riders on the storm Jimi Hendrix – purple haze, all along the watchtower</p> <p>Madonna – cover version + lyrics</p>		

The Craylands School KS2 Long term subject: Music

Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation

Skills

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Knowledge

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician
- develop an understanding of the history of music
- understand staff and other musical notation

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Year 3 Term 2	The History of Music – 1970s – Classic Rock – Queen + Bohemian Rhapsody		
Link to prior learning			
Vocabulary	Chorus Multi-tracking Harmonising Operatic Silhouette, Scaramouche, fandango, Galileo, Figaro, magnifico, bismillah, Beelzebub		
Learning objectives	Context	Skills	Knowledge
To watch and respond to a performance	Watch Boh Rap Live at Wembley 1986 – have you heard this song before? How is the performance made exciting? What about the crowd participation?		<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing?
To look at the lyrics of a song	Anatomy of a song – listen, questions about lyrical content – discuss meaning, structure of, watch making of documentary		
To discuss a feature of a song	'The opera bit' focus – How is this different from the rest of the song? How has it been arranged and performed?		
To understand what pitch is	Can you recognise the difference between high and low sounds?		

	<p>Use elements of... What is pitch? (thenational.academy) High sounds (thenational.academy) Low sounds (thenational.academy) To deliver this lesson.</p>		
To follow the pitch of a song	<p>How can we combined high and low sounds? Use Low and high sounds together (thenational.academy) Following the pitch (thenational.academy) To deliver this lesson.</p>		
To practice part of a song	<p>How can we re-create part of a song? How do we warm up our voices? Can any of us sing at different ranges?</p>		
To perform	<p>How will we perform what we have practised to everyone else?</p>		
Useful links	<p>It doesn't need any introduction, but Bohemian Rhapsody" is a song by the British rock band Queen. It was written by Freddie Mercury for the band's 1975 album A Night at the Opera.</p> <p>The song is a six-minute suite, notable for its lack of a refraining chorus and consisting of several sections: an intro, a ballad segment, an operatic passage, a hard rock part and a reflective coda. "Bohemian Rhapsody" is one of the few songs to emerge from the 1970s progressive rock movement to achieve widespread commercial success and appeal to a mainstream audience. It topped the UK singles charts for 9 weeks after in 1991, after Freddie mercury's death, it topped the charts for another five weeks – it is currently the UK's third bestselling single of all time.</p> <p>You can listen to it here – https://www.youtube.com/watch?v=axAtWjn3Mfl You can watch Queen's epic 1986 Wembley performance here - https://www.youtube.com/watch?v=oozJH6jSr2U</p>		

- The 1992 film Wayne's World features a scene in which Wayne, Garth and friends lip-sync to Queen's "Bohemian Rhapsody" in an AMC Pacer. It is one of the most well-known scenes in film – watch it here - <https://www.youtube.com/watch?v=thyJOnasHVE>
- Kids React is quite the thing on youtube – they did an episode on Queen - <https://www.youtube.com/watch?v=Qx5ONcVtnCw>
- Watch talented kids choir Cappella as they sing Bohemian Rhapsody by Queen on Georgia's Got Talent 2018 - https://www.youtube.com/watch?v=B9kTEQtB_yY

There is a brilliant 'making of' documentary for Bohemian Rhapsody on the DVD for Queen's Greatest Video Hits 1 Official doc – it features Brian May going through the original multitracks with the original tracksheet - it's half an hour long, but it is fascinating and well worth a view if you are interested in taking these things apart and finding out how they were constructed - <https://www.youtube.com/watch?v=Z85YsUAU6pA>

For the children's tutorials, it's worth using:

- Complete vocal isolation – opera section starts at 2:46 - <https://www.youtube.com/watch?v=w7VA54b0Z-Y>
- There is a brilliant vocal tutorial on the operatic section here – it breaks all the vocal parts down <https://www.youtube.com/watch?v=tBk2MDDe6pk>
- Detailed vocal tutorial - <https://www.youtube.com/watch?v=vCSTaKijZ8Y&t=0s>

Now this can definitely be recorded with a microphone and recording software such as garage band, anything where you can add and sync vocal tracks.

Year 3 Terms 3 & 4	The Great Musicians – Pink Floyd –Time + Percussion		
Links to prior learning			
Vocabulary	Rototoms – tuned v untuned percussion Muted strings Bass guitar Introductory passage Clocks chiming, alarms ringing		
Learning objectives	Context	Skills	Knowledge
To respond to a piece of music	Listen to intro of 'Time' what are RotoToms? What do you think the song represents?		
To recreate a piece of music	How can we recreate the introductory passage – clocks chiming, alarms ringing, do a modern version of this using ringtones etc?		
To understand pulse and rhythm	What do we mean by pulse and rhythm? Use Understanding pulse and rhythm (thenational.academy) to deliver this lesson		
To recognise basic notation	What do different symbols mean in music? Use Understanding basic notation (thenational.academy) to deliver this lesson.		
To recognise how percussion can be used	What instruments belong to the percussion family? Use Exploring percussion (thenational.academy) to deliver this lesson		
To compose	How can we use djembe drums or any percussion instruments appropriate to create repeated patterns?		<ul style="list-style-type: none"> • Can they compose melodies and songs?

	Can we record our rhythm?		<ul style="list-style-type: none"> • Can they combine different sounds to create a specific mood or feeling? • Can they use different elements in their composition? • Can they create repeated patterns with different instruments?
To evaluate a composition	How have they created an accompaniment / combined sounds for different feelings/moods does their piece give the impression of time passing?		<ul style="list-style-type: none"> • Can they create accompaniments for tunes?
Useful links	<p>"Time" is a song by the progressive rock band Pink Floyd. It is the fourth track on their famous album The Dark Side of the Moon, released in 1973. The lyrics, written by the band's bassist Roger Waters, deal with the passage of time – time can slip by, but many people do not realise it until it is too late.</p> <p>It is noted for its long introductory passage of clocks chiming and alarms ringing, recorded as a quadrophonic test by their audio engineer Alan Parsons, not specifically for the album. Each clock at the beginning of the song was recorded separately in an antiques store. These clock sounds are followed by a two-minute passage dominated by Nick Mason's drum solo, with rototoms and backgrounded by a tick-tock sound created by Roger Waters picking two muted strings on his bass. This is what we will focus on.</p> <ul style="list-style-type: none"> • You can listen to the song here – https://www.youtube.com/watch?v=JwYX52BP2Sk • You can watch Pink Floyd perform it live here - https://www.youtube.com/watch?v=F_VjVqe3KJ0 • Here's an overview of rototoms – quite cool to see how the instrument works and how it can be tuned - https://www.youtube.com/watch?v=7otWy6LcaRA <p>Technical points regarding timing and how to play –</p> <ul style="list-style-type: none"> • Here's 4/4 time – explained • How to play a 4/4 drum beat lesson • Slow drum beat – 60bpm 		

Examples of what children could do / use to improvise –

- Drums only cover - <https://www.youtube.com/watch?v=JOEKEfcDkAM>
- Drum footage of the rototoms - <https://www.youtube.com/watch?v=QNsOzj55roE>
- Songsterr drum [tab](#) – useful for tempo/using as a backing - <https://www.songsterr.com/a/wsa/pink-floyd-time-tab-s15873t3>

Year 3 Terms 5 & 6	Classical + The Great Composers – Baroque Era – Bach, Vivaldi, Handel					
Links to prior learning						
Vocabulary	Violin Concerto	Baroque	Sonnet	Motif	Program music	Movements
Learning objectives	Context			Skills		Knowledge
To understand features of an era of music	What was the music like from the Baroque era of history?			<ul style="list-style-type: none"> listen with attention to detail understand staff and other musical notation develop an understanding of the history of music 		<ul style="list-style-type: none"> Can they improve their work, explaining how it has been improved? Can they use musical words to describe what they like and dislike?
To understand the life of a famous composer	Who were Handel, Bach and Vivaldi? How can we find out about them?					
To appraise a piece of music	Vivaldi 'four seasons' concertos – listen to the concertos summer, autumn, winter, spring – how can we describe the music? What instruments are played?			<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 		<ul style="list-style-type: none"> Can they use musical vocabulary to describe a piece of music and compositions?
To match music with the written word	How can we match these sonnets with the music being played?					
To compare composers	If we play three pieces from Bach, Vivaldi and Handel – can we match the pieces to the correct composer?					<ul style="list-style-type: none"> Can they recognise the work of at least one famous composer or significant artist?

<p>Other Useful links</p>	<p>Music history video lesson – The Baroque Period – gives a great overview with examples - https://www.youtube.com/watch?v=otpFHNpC290</p> <p>There's a good introductory playlist to Baroque Music on Spotify - https://open.spotify.com/playlist/2xwP2mUA0QRT5TwMEkBvtH</p> <p>It's impossible to do the Baroque composers justice in a short space, so please do not take these as the limits of their talents – rather, I've tried to include the most popular/accessible examples of their work for you to use as a springboard for your own explorations!</p> <p><u>J.S. Bach (1685 – 1750)</u></p> <ul style="list-style-type: none"> • Toccata and Fugue in D minor, BWV 565 • Mass in B minor • Cantata, BMV 147 • Goldberg Variations, BMV 998 • Unaccompanied Cello suite no.1 in G Major, BMV 1007 • Prelude and Fugue in C Major, BMV 846 • Orchestral suite no.3 in D Major, BMV 1068: 2. Air “On a G String” • Wachet auf, ruft uns die Stimme, BMV 140: 4, Zion hört die Wächter singen • The Brandenburg Concertos • St. Matthew Passion <p><u>Henry Purcell (1659 – 1695)</u></p> <ul style="list-style-type: none"> • Dido and Aeneas – When I am laid in earth (Dido's lament) • The Fairy Queen <p><u>George Handel (1685 – 1759)</u></p>		

- Keyboard Suite in D Minor, [HWV 437: 3](#) Sarabande
- [Zadok the Priest](#) – Coronation Anthem No.1, HWV 258
- Messiah HMV56 – Hallelujah [Chorus](#)
- [Solomon](#)
- Xerxes
- Water Music Suites [HWV 349](#)
- Music for the Royal Fireworks [HWV 351](#)

Antonio Vivaldi (1678 – 1741)

- The Four [Seasons](#)

Light, bright, and cheerful, "The Four Seasons" by Antonio Vivaldi is some of the most familiar of all early 18th century music, featured in numerous films and television commercials. But what is its significance, and why does it sound that way? These are some useful links for the Four Seasons part of the unit –

- You can listen to the complete concerto here - <https://www.youtube.com/watch?v=g1hEszuZ4lo>
- Unusual for the period, Vivaldi published the concerti with accompanying sonnets (possibly written by the composer himself) that elucidated what it was in the spirit of each season that his music was intended to evoke – sort of the earliest examples of what we could call ‘program music’ – music with a narrative element. You can read them here - <https://www.baroque-music.org/vivaldi-seasons.html>
- Betsy Schwarm gave a short TED-ed lesson on ‘The Four Seasons’ here – it’s a great overview and start - <https://www.youtube.com/watch?v=Xcpc8VDsv3c>
- Children can watch an actual performance by violinist Janine Jansen and the Amsterdam symphony here - <https://www.youtube.com/watch?v=zzE-kVadtNw>
- There was a great programme with famous violinist Nigel Kennedy performing the Four Seasons and narrating the pieces - <https://www.youtube.com/watch?v=R2nE2LfVzh0>
- Here’s a listening guide to the concerto, focusing on ‘Spring’ - <https://www.youtube.com/watch?v=VnW8RK-2nuY>

Year 4 Terms 1 & 2	The Great Musicians–The Voices – Paul Simon + Art Garfunkel, Axl Rose, Liam Gallagher, Freddie Mercury, Kate Bush, Enya, Sinead o’Connor, Thom Yorke		
Link to prior learning			
Vocabulary	Voice – tonality, rhythm Vocalist - Arias, recitatives, songs Vocal coach, voice training vocal technique crossover pitch, volume, timbre, vocal resonation chest/head voice voice types – soprano, mezzo-sop, contralto, countertenor, tenor, baritone, bass		
Learning objectives	Context	Skills	Knowledge
To understand the voice is an instrument	How do artists use their voice as an instrument? What ways can we use the voice?		
To learn about an artist To recognise textures	Who is this artist? What songs have they performed? How do they use their voice in their performances? Can we recreate part of their song? Cover examples from the following singers: 1 – Freddie Mercury – Killer Queen 2 – Axl Rose – Paradise City 3 – Liam Gallagher – Cast no Shadow 4 – Kate Bush – Wuthering Heights, Enya – May it Be	<ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voice with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different 	<ul style="list-style-type: none"> Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns?

	<p>5 – Delores o’Riordan – Dreams/Linger, Alanis Morissette – Smiling / Ironic</p> <p>Use Thin or rich textures (thenational.academy) to look at textures</p>	<p>traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • develop an understanding of the history of music 	
<p>To learn about an artist</p> <p>To understand different texture types</p>	<p>Who is this artist? What songs have they performed? How do they use their voice in their performances? Can we recreate part of their song?</p> <p>Cover examples from the following singers:</p> <p>1 – Freddie Mercury – Killer Queen 2 – Axl Rose – Paradise City 3 – Liam Gallagher – Cast no Shadow 4 – Kate Bush – Wuthering Heights, Enya – May it Be 5 – Delores o’Riordan – Dreams/Linger, Alanis Morissette – Smiling / Ironic</p> <p>Use Monophonic texture (thenational.academy)</p> <p>Polyphonic texture (thenational.academy)</p> <p>To look at different texture types</p>		
<p>To learn about an artist</p>	<p>Who is this artist? What songs have they performed? How do they use their voice in their performances? Can we recreate part of their song?</p>		

<p>To recognise the terms melody and accompaniment</p>	<p>Cover examples from the following singers:</p> <ol style="list-style-type: none"> 1 – Freddie Mercury – Killer Queen 2 – Axl Rose – Paradise City 3 – Liam Gallagher – Cast no Shadow 4 – Kate Bush – Wuthering Heights, Enya – May it Be 5 – Delores o’Riordan – Dreams/Linger, Alanis Morissette – Smiling / Ironic <p>Use Melody and Accompaniment (thenational.academy) to deliver this session.</p>		
<p>Useful links</p>	<p>Freddie Mercury - regardless of what they might think personally about Queen, most rock critics and music fans alike recognize the immense vocal talent that was the great Freddie Mercury.</p> <ul style="list-style-type: none"> • His vocal range spanned an incredible FOUR OCTAVES. • He was most likely a baritone - but was largely known as a tenor • He could employ subharmonics – a singing style where the ventricular folds vibrate along with the vocal folds – most humans never speak or sing with these (unless they’re Tuvan throat singers) • His vocal cords moved faster – a typical vibrato fluctuates between 5.4 and 6.9Hz, Freddie’s was 7.04Hz! • His vocal escalation, power and versatility as a singer are unique <p>isolated vocals – Killer Queen - https://www.youtube.com/watch?v=DmzfQw3pqLM What makes this singer great – Freddie Mercury vocal analysis - https://www.youtube.com/watch?v=LVbGtKnLmcw Secrets behind Freddie Mercury’s legendary voice - https://www.youtube.com/watch?v=p3MjsrMNCbU Queen – We are the Champions – Live at Wembley 1986 - https://www.youtube.com/watch?v=ZyVXFpD4k_s</p>		

Queen – Marc Martel – How to sing like Freddie Mercury - https://www.youtube.com/watch?v=GQ0H7tZ_tZs

Axl Rose – lead singer and lyricist of American hard rock band Guns n Roses, Axl may just technically be the greatest singer in terms of vocal range. He has an insane range of five -nearly six - octaves – he has as a lower baritone than Barry White, and can reach higher notes than Tina Turner and Beyoncé!

- Sweet child of mine – vocals, bass and drums only - <https://www.youtube.com/watch?v=5WReqTJn2KY>
- What makes this singer great – Axl Rose vocal analysis – <https://www.youtube.com/watch?v=K4C-CJ4hhPs>
- How to sing like Axl Rose - <https://www.youtube.com/watch?v=eJuWmz5vG7c>
- Guns n Roses – November Rain – live at MTV Awards 1992 - <https://www.youtube.com/watch?v=KIDbt3nJCyl>

Liam Gallagher – lead singer of rock band Oasis from 1991 to 2009. He released his debut solo album in 2017. Liam famously sacrificed his voice for the success of the band, distorting it to hit all kinds of higher and intensive notes. His voice, stance and singing style are extremely unique and identifiable – responsible for so much of the band’s attitude and music.

- Champagne Supernova – vocals only - <https://www.youtube.com/watch?v=90iOvGmchzc>
- Some Might Say – vocals only - <https://www.youtube.com/watch?v=cWmGfmnP7xg>
- How to sing like Liam Gallagher - <https://www.youtube.com/watch?v=5CdXJru55HA>
- Oasis – Cast no Shadow – Knebworth 1996 - https://www.youtube.com/watch?v=h_a_OFXw_kw

Kate Bush – Bush has a dramatic soprano vocal range. The term "surreal", I think best describes her music! Her songs explore melodramatic emotional and musical surrealism – it’s really not easy to categorize her. Here’s ‘Wuthering Heights’ - <https://www.youtube.com/watch?v=fs3Do1KkeXY>

Enya – often classified as a mix between world music and Celtic New Age, Enya’s voice is ethereal and haunting - According to Enya, "Angeles" from the album Shepherd Moons has roughly 500 vocals recorded individually and layered! Enya performs all vocals and the majority of instruments in her songs. Here’s May it Be - <https://www.youtube.com/watch?v=nt3Ggo1CE3g>

Delores o’Riordan – best known as the lead vocalist and lyricist for the alternative rock band the Cranberries, O’Riordan had one of the most recognisable female voices in rock in the 1990s. She was known for her lilting mezzo-soprano voice, her signature yodel, her emphasised use of keening, and her strong Limerick accent. With the Cranberries, she is regarded to have written "some of the most seminal songs in music history"

- Dreams – <https://www.youtube.com/watch?v=kaMdSxKzz8k>
- Linger - <https://www.youtube.com/watch?v=PXDIU0YDQ6U>

Alanis Morissette – Alanis has a crazy vocal instrument that is hard to tame! Her career took off pretty rapidly in the 90s and she wrote some pretty great songs. Known for her emotive mezzo-soprano voice and driven lyrics, Rolling Stone once labelled her the “Queen of Alt-Rock Angst”.

- Smiling - <https://www.youtube.com/watch?v=RcK1MJXbU3I>
- Ironic - <https://www.youtube.com/watch?v=H4bIXVTsJck>
- Thank You - <https://www.youtube.com/watch?v=r5mTJKg26jg>

Year 4 Terms 3 & 4	<p style="text-align: center;">The History of Music– Composing Electronic + Ambient –Jean-Michel Jarre, Brian Eno, Vangelis Mike Oldfield – Tubular Bells</p>		
Links to prior learning			
Vocabulary	<p>Analogue synthesizer, Muzak Sequences, melody Eight-track recorder</p> <p>Related musicians - Edgar Froese, Tangerine Dream, Mike Oldfield, Gustav Mahler, Johann Sebastian Bach</p> <p>Michel Granger – artist</p>		
Learning objectives	Context	Skills	Knowledge
To appraise a piece of music	<p>Listen to Jarre ‘Oxygene IV’</p> <p>What do we think of this piece of music?</p> <p>How is it different from others we have listened to?</p>	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	
To understand staff notation	<p>What is staff notation?</p> <p>Use Reading simple rhythms (thenational.academy) to deliver this session</p>	<ul style="list-style-type: none"> • understand staff and other musical notations 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation / non-standard notation?

			<ul style="list-style-type: none"> • Can they use notations to record compositions in a small group or on their own?
To understand staff notation	<p>What is staff notation?</p> <p>Use Developing reading rhythm (thenational.academy) to deliver this session</p>	<ul style="list-style-type: none"> • understand staff and other musical notations 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation / non-standard notation? • Can they use notations to record compositions in a small group or on their own? •
To follow notation	<p>How can we follow the notation to play an instrument?</p> <p>Use Composing rhythms (thenational.academy) to deliver this lesson</p>	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression 	
To play tuned instruments	<p>How can we play in time? How do we know when to 'rest'?</p> <p>Use Performing rhythms (thenational.academy) to deliver this lesson.</p>	<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> • Can they use their notation in a performance?

Useful links	<p>Jean-Michel Jarre is a pioneer in the electronic, ambient and new-age genres. He's famous for organising massive outdoor spectacles featuring his music, vast laser displays, projections and fireworks. He holds the world record for the largest-ever audience at an outdoor event for his Moscow concert on 6 September 1997, which was attended by 3.5 million people and was the first western musician officially invited to perform in the People's Republic of China.</p> <p>You can watch his 1986 Houston Rendezvous concert here - https://www.youtube.com/watch?v=hRzzF-WObYE</p> <p>His first mainstream success was the 1976 album Oxygene. Jarre composed Oxygène over a period of eight months using a number of analogue synthesizers and an eight-track recorder set up in the kitchen of his apartment. However, he found it difficult to get the record released, not least because it had no singers, no proper track titles, just 'I', 'II', 'III', 'IV', 'V' and 'VI' – it eventually went on to sell more than 12 million copies!</p> <p>Our focus is Oxygene 4</p> <ul style="list-style-type: none"> • you can listen to the audio • Here's a video - https://www.youtube.com/watch?v=fj9yLswkZuU • You can listen to the full album performed live in the studio here - https://www.youtube.com/watch?v=H9UzNh_2TXk • Studio album here - https://www.youtube.com/watch?v=ttpPIRnEFVE <p>For children's compositions, here's two great tutorials – they can use online keyboards or apps</p> <ul style="list-style-type: none"> • Oxygene IV melody – keyboard tutorial • Extended tutorial <p>Jarre recorded the album in a makeshift home recording studio using a variety of analogue synthesizers, one digital synthesizer, as well as other electronic instruments and effects . You can watch a sort of making of feature here In which Jarre takes us round his studio and shows off the various instruments and what they can – Jarre's studio</p> <p>These are the instruments he used to create – they are now famous and legendary in their own right (and cost a fortune) – there's plenty of youtube demonstrations of them easily searchable if the children want to explore each one:</p>		

- ARP 2600 - <https://www.youtube.com/watch?v=yPA4JyxVV2I>
- EMS Synthi AKS - <https://www.youtube.com/watch?v=DG6EEFrAfYI>
- EMS VCS3 (famously used for [Pink Floyd's 'On the Run'](#)) - <https://www.youtube.com/watch?v=-bTcf6kGcyg>
- RMI Harmonic Synthesizer - <https://www.youtube.com/watch?v=SNkpM4X04sk>
- Farfisa Professional Organ - <https://www.youtube.com/watch?v=ph5IJPxQfZY>
- Eminent 310U - <https://www.youtube.com/watch?v=hUkL9osyVv8>
- Mellotron - <https://www.youtube.com/watch?v=N07-YAKtRAw>
- Korg Minipops-7 - https://www.youtube.com/watch?v=6qXW_eyeJFM

Year 4 Terms 5&6	Classical + The Great Composers – Classical Era – The Battle of Genius: Mozart v Salieri		
Links to prior learning			
Vocabulary			
Learning objectives	Context	Skills	Knowledge
To learn about a famous musician	Who was Mozart? Who was Salieri? How were their lives and background different?		
To respond to music	What is Mozart's music like? What was Mozart like as a personality/character?	<ul style="list-style-type: none"> listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<ul style="list-style-type: none"> Can they begin to identify with the style of work of a composer or significant artist? Can they explain the place of silence and explain what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music?
To learn about a famous musician	What do we know about Salieri's work? What did Salieri say about Mozart?	<ul style="list-style-type: none"> develop an understanding of the history of music 	
To learn about musicians	WERE Mozart and Salieri 'rivals'? What evidence is there for this? Where did the idea of 'rivalry' come from + why?	<ul style="list-style-type: none"> develop an understanding of the history of music 	

Useful links	<p>Music History Video lesson - https://www.youtube.com/watch?v=uhooZG6jiOM</p> <p>The film to show the children is 'Amadeus', released in 1984 and considered one of the greatest films of all time. The story is set in Vienna, Austria during the latter half of the 18th century, and is a fictionalized story of Wolfgang Amadeus Mozart from the time he left Salzburg, described by its writer as "fantasia on the theme of Mozart and Salieri". Mozart's music is heard extensively in the soundtrack of the film. The film follows a fictional rivalry between Mozart and Italian composer Antonio Salieri at the court of Emperor Joseph II. The film stars F. Murray Abraham as Salieri (who received the Academy Award for Best Actor for his performance) and Tom Hulce as Mozart (who was also nominated for the same award as Abraham).</p> <ul style="list-style-type: none">• The film is certified PG by the BBFC - https://www.bbfc.co.uk/release/amadeus-q29sbgvidglvbipwwc0zmjkyjm• Amadeus trailer - https://www.youtube.com/watch?v=C-sMNilkxml• You can listen to the film's soundtrack here – it has examples from Mozart and Salieri's oeuvre - https://www.youtube.com/watch?v=CV_hvQGfolc• Amadeus – Hollywood v History – analyses the historical and documented truth v artistic license in the film https://www.youtube.com/watch?v=Abqs6LI-uwU• My favourite scene – Salieri describes Mozart's music - https://www.youtube.com/watch?v=xYHJRhRym1U <p>Mozart – Well, he needs no introduction really - he composed more than 600 works, many of which are acknowledged as pinnacles of symphonic, concertante, chamber, operatic, and choral music. He is considered among the greatest classical composers of all time, and his influence on Western music is profound. Ludwig van Beethoven composed his early works in the shadow of Mozart, and Joseph Haydn famously wrote: "posterity will not see such a talent again in 100 years." During his final years in Vienna, he composed many of his best-known symphonies, concertos, and operas, and portions of the Requiem, which was largely unfinished at the time of his early death at the age of 35. The circumstances of his death have been much mythologized.</p> <p>Why is Mozart a genius? – good overview Part 1 - https://www.youtube.com/watch?v=CN3v4fEZcQw Part 2 - https://www.youtube.com/watch?v=8CWANfv26JY&t=0s</p>		

Examples of Mozart's work – it's impossible to narrow down, so I've simply listed five of his most widely known -

- Requiem - Even though the story told in "Amadeus" isn't true, Mozart's Requiem is still one of the most moving pieces in all of classical music. The fact that he wrote it on his deathbed and it had to be completed after he died only makes it that much more impressive - https://www.youtube.com/watch?v=T8GZ_W5XjW0
- The Magic Flute – Mozart kind of invents the musical here - yes, opera had existed for about 200 years, but The Magic Flute wasn't really an opera. It was a Singspiel — a song-play — which was a genre of theatre popular in Germany featuring spoken (rather than sung) dialogue interspersed with songs - here's the great Diana Damrau performing the famous Queen of the Night aria - <https://www.youtube.com/watch?v=YuBeBjqKSGQ>
- Clarinet concerto - a beautiful piece, the last instrumental music Mozart composed. It was also written for a relatively new instrument that pretty much owes its place in the orchestra to Mozart - https://www.youtube.com/watch?v=YT_63UntRJE
- Symphony no.41 – Jupiter - In the course of his 41 symphonies, Mozart transformed the genre into a much more profound artistic statement, setting the stage for Beethoven's symphonic revolution. And he left the best for last - "Jupiter" is his longest and most intense symphony. We could talk about the first three movements, but it's in the finale that Mozart really cuts loose - in this movement, he doesn't just create a five-voice fugue, he makes it fit into the constraints of sonata form, never missing a beat or letting the energy lag – <https://www.youtube.com/watch?v=C6EOb86YdIs>
- Serenade no.13 – 'Eine Kleine Nachtmusik' - The funny thing is, there's no evidence Mozart even cared that much about this piece. He sketched it out really quickly while he was writing Don Giovanni, but no one bothered to publish it until 40 years later, long after he was dead - <https://www.youtube.com/watch?v=oy2zDJPIgwc>

	The History of Music– 1990s –School of Alt-Rock Choir Grunge, Metal, Hard Rock, nu metal, industrial		
Year 5 Terms 1 & 2			
Link to prior learning			
Vocabulary	Chord progression Power chords Double tracked 4/8/12 bar sections 8 bar verse/chorus Developing variation – volume and dynamics, quiet to loud		
Learning objectives	Context	Skills	Knowledge
To recognise a genre of music	Watch performances from Nirvana’s MTV unplugged / Reading festival 1992 What is alt-rock? LOOK AT EXAMPLES OF grunge, metal, hard rock, nu metal, industrial – Nirvana, Pearl Jam, REM, Metallica, Guns n Roses, Linkin Park, RATM, SOAD for examples	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<ul style="list-style-type: none"> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform ‘by ear’ and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms – rounds, variations, rondo form?
To appraise a song	Smells like Teen Spirit – the moment where grunge entered the mainstream – what do you notice about the music?		

	How does it change throughout the song?		
To find out about a band	What can we find out about the band from the documentary?		
To appraise a genre of music	What do we think of rock choirs eg rockin, 1000?	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	
To sing in canon	<p>How can we sing together?</p> <p>Use To sing in canon (thenational.academy) to deliver this lesson</p>	<ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voice with increasing accuracy, fluency, control and expression 	
To recognise what chords are	<p>How can we sing chords?</p> <p>Use To explore chords (thenational.academy) to deliver this lesson</p>	<ul style="list-style-type: none"> 	
To perform	<p>How can we recreate the style of a rock choir? Singing in groups</p> <p>Use To explore Singing in Thirds (thenational.academy) to deliver this lesson</p>	<ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voice with increasing accuracy, fluency, control and expression 	

Useful Links	<p>One of the bands and songs that defined a generation – it's the opening track and lead single off the band's second album 'Nevermind' – it's unexpected success propelled the album to the top of several charts at the start of 1992, marking the point where grunge enters the mainstream.</p> <p>Grunge was commercially successful in the early-to-mid-1990s due to releases such as</p> <ul style="list-style-type: none">• Nirvana's Nevermind• Pearl Jam's Ten• Soundgarden's Badmotorfinger• Alice in Chains' Dirt• Stone Temple Pilots' Core <p>The success of these bands boosted the popularity of alternative rock and made grunge the most popular form of rock music at the time.</p> <p>Here's some Nirvana stuff:</p> <ul style="list-style-type: none">• Nirvana – MTV Unplugged 'Come as You Are'• Nirvana performance at Reading Festival 1992 – Breed• Nirvana video – Smells like Teen Spirit <p>For singing – check out Ken Tamplin vocal academy – smells like teen spirit - https://www.youtube.com/watch?v=-d916SXQg_U</p> <p>There's an interesting Making of the 'Nevermind' album documentary here – part 1</p> <p>Rockin 1000 – the biggest rock band on the planet - perform smells like teen spirit</p>		

	The Rockin' 1000 is a group of rock musicians primarily from Italy. Over a thousand musicians play and sing simultaneously at their concerts. The group was originally assembled in July 2015 as a way to ask the Foo Fighters to visit the town of Cesena. It's well worth checking out Rockin' 1000's youtube page – and the video that started it all - https://www.youtube.com/watch?v=JozAmXo2bDE		
Year 5 Terms 3 & 4	Classical + The Great Composers – Romantic Era – Berlioz, Tchaikovsky, Prokofiev, Dvorak		
Links to prior learning			
Vocabulary	Features of – song cycle, nocturne, programme music, melody, themes, dynamics, tonal range, orchestration		
Learning objectives	Context	Skills	Knowledge
To find out about an era of music	What were the features / significant composers of the Romantic Era? Focus on Tchaikovsky, Berlioz, Dvorak + Prokofiev	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician develop an understanding of the history of music 	<ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notation to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music?
To find out about an era of music	What were the features / significant composers of the Romantic Era? Focus on Tchaikovsky, Berlioz, Dvorak + Prokofiev		
To find out about an era of music	What were the features / significant composers of the Romantic Era? Focus		

	on Tchaikovsky, Berlioz, Dvorak + Prokofiev		
To research a famous composer	Who was Tchaikovsky?		
To understand how music can be performed to	How is the music being represented by dance in these ballets – Nutcracker?		
Useful Links	<p>Music History video lesson – The Romantic Era – nice overview with examples - https://www.youtube.com/watch?v=UAKWm1LfSes</p> <p>Charles Greenwell gives a complete biography of Tchaikovsky in under 5 minutes - https://www.youtube.com/watch?v=x3EwvTmY894</p> <ul style="list-style-type: none"> • You can listen to the Nutcracker suite here - https://www.youtube.com/watch?v=M8J8urC_8Jw • You can watch the Nutcracker ballet in two acts from the Mariinsky Theatre – conducted by the awesome Valery Gergiev - https://www.youtube.com/watch?v=xtLoaMfinbU • There’s a short synopsis of the story from the Australian Ballet here - https://www.youtube.com/watch?v=hwTtxAn0c00 <p>For compositions -</p> <ul style="list-style-type: none"> • A maj scale – one octave – piano • C major scale – one octave • The 12 major scales – one octave <p>Examples from the Romantic Era – again, I can’t do these composers justice in such a short space, so I’ll list some of their famous works for you to share with the children -</p> <p>Tchaikovsky</p>		

- **1812 overture** – one of his most popular works - written to commemorate the successful Russian defence against Napoleon's invasion in 1812 - best known for its climactic volley of cannon fire, ringing chimes, and a brass fanfare finale - <https://www.youtube.com/watch?v=ZrsYD46W1U0>
- **Sleeping beauty waltz** - <https://www.youtube.com/watch?v=2Sb8WCPjPDs>
- **Swan Lake waltz** - <https://www.youtube.com/watch?v=CShopT9QUzw>
- **Symphony no.1 in G minor** - <https://www.youtube.com/watch?v=344AuC9-iWE>
- **Andante cantabile from String Quartet No. 1 in d maj** – one of my favourite pieces of music - <https://www.youtube.com/watch?v=J0JmiZ57Akk>

Berlioz

- **Symphonie Fantastique** - Leonard Bernstein famously described the symphony as the first musical expedition into psychedelia because of its hallucinatory and dream-like nature – it's a piece of program music that tells the story of an artist gifted with a lively imagination who has poisoned himself in the depths of despair because of hopeless, unrequited love - <https://www.youtube.com/watch?v=5HggPpjlH5c>
- **L'Enfance du Christ** – an oratorio (basically a large musical composition for orchestra, choir and soloists) based on the Holy Family's flight into Egypt recounted in the Gospel of Matthew – Berlioz himself described it as a 'sacred trilogy' - the first of its three sections depicts King Herod ordering the massacre of all newborn children in Judaea; the second shows the Holy Family of Mary, Joseph, and Jesus setting out for Egypt to avoid the slaughter, having been warned by angels; and the final section portrays their arrival in the Egyptian town of Sais where they are given refuge by a family of Ishmaelites. Berlioz remained all his life susceptible to the beauty of religious music - <https://www.youtube.com/watch?v=o7c-gGIC5kc>

Dvorak

- **Slavonic dances** – a series of 16 orchestral pieces. Lively and full of national character – a great example of 'musical nationalism' - https://www.youtube.com/watch?v=1VZD_GzPRv4
- **From the new world, Symphony no.9** – spread Dvorak's reputation worldwide and so much of it has been recycled in film scores from Star Wars, Jaws, the Shire theme from Lord of the Rings, even the Hovis advert! Astronaut Neil Armstrong took a tape recording of the New World Symphony along during the Apollo 11 mission, the first Moon landing, in 1969 - <https://www.youtube.com/watch?v=Qut5e3OfCvg>

Prokofiev – one of the major composer of the 20th century, a master across many genres

- **March from The Love for Three Oranges** -from his satirical opera of the same name - <https://www.youtube.com/watch?v=-Ur8dHVxByE>
- **Troika** from the **Lt Kije suite** – the fourth movement from a suite drawn for his music for the film - the main melody is taken from an old Hussar song, the pace quickens: sleigh bells, rapid pizzicato strings, and piano combine to give the impression of a fast winter's journey by means of the troika, a traditional Russian three-horse sled – well associated with Christmas! <https://www.youtube.com/watch?v=5QsRDpsltq0>
- **Montagues and Capulets**, also known as Dance of the Knights from his 1935 ballet **Romeo and Juliet** – seen here conducted by the awesome Valery Gergiev - https://www.youtube.com/watch?v=Z_hOR50u7ek
- Vancouver Symphony Orchestra plays [Peter and the Wolf](#) – children should be familiar with this from KS1

Year 5 Terms 5 & 6	The Great Musicians – David Bowie: The Blackstar		
Links to prior learning			
Vocabulary	Singer-songwriter Innovation Inventor, reinvention, visual presentation, music stagecraft, experimentation, glam rock, flamboyant, androgynous, alter-ego, Ziggy Stardust Plastic Soul, The Berlin Trilogy – collaboration, Brian Eno		
Learning objectives	Context	Skills	Knowledge
To find out about a famous artist	Who was David Bowie?	<ul style="list-style-type: none"> listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their work is successful or unsuccessful? Can they contrast the work of famous composers / significant artists and show preferences?
To find out about a famous artist	Who were the the ‘characters’ – Ziggy Stardust, Aladdin Sane, The Thin White Duke?		
To find out about a famous artist	What role does David Bowie play in the film the ‘Labyrinth’		
To analyse a music video	How would you describe these music videos? What do they tell us about the artist?		

	The Blind Prophet – ‘The Goodbye’ – ‘blackstar / lazarus’		
Useful Links	<p>David Bowie is regarded as one of the most influential and innovative musicians of the 20th century.</p> <p>The children start by looking at his ‘characters’ - his career was marked by reinvention and visual presentation, with his music and stagecraft having a significant impact on popular music.</p> <ul style="list-style-type: none"> • Space Oddity – Inspired by Stanley Kubrick's film 2001: A Space Odyssey with a title that plays on the film's title, the song is about the launch into space of Major Tom, a fictional astronaut, and was released during a period of great interest in space flight. The United States' Apollo 11 mission would launch five days later and would become the first manned Moon landing another five days after that. Bowie revisited his Major Tom character in the 1980 lead-single "Ashes to Ashes" from Scary Monsters (and Super Creeps) and the 1995 single "Hallo Spaceboy" from Outside. In addition, Major Tom possibly influenced the music video for "Blackstar", released in 2015 off of Bowie's final album. Here's the video - https://www.youtube.com/watch?v=iYYRH4apXDo <p>Bowie re-emerged from his early career in 1972 during the glam rock era with a flamboyant and androgynous alter ego Ziggy Stardust. The character was spearheaded by the success of Bowie's single "Starman" and album The Rise and Fall of Ziggy Stardust and the Spiders from Mars, which won him widespread popularity.</p> <ul style="list-style-type: none"> • The lyrics to Starman describe Ziggy Stardust bringing a message of hope to Earth's youth through the radio, salvation by an alien 'Starman'. The chorus is inspired by "Over the Rainbow", sung by Judy Garland - https://www.youtube.com/watch?v=RpLw8VW-R7I • Ziggy Stardust was an androgynous rock star who came before an impending apocalyptic disaster. After accumulating a large following of fans and being worshipped as a messiah, Ziggy eventually dies as a victim of his own fame and excess. The character was meant to symbolise an over-the-top liberated rock star as a comment of the society in which celebrities are worshipped – you can watch a live clip here - https://www.youtube.com/watch?v=G8sdsW93ThQ 		

Aladdin Sane – a pun on "A Lad Insane", whom Bowie described as "Ziggy Stardust goes to America" - here's the video to 'The Jean Genie' - https://www.youtube.com/watch?v=kMYg_Ra4cr8

The Thin White Duke - primarily identified with Bowie's 1976 album Station to Station and is mentioned by name in the title track, although Bowie had first begun to adopt the "Duke" persona during the preceding Young Americans tour and promotion in 1975. The persona's look and character are somewhat based on Thomas Jerome Newton, the eponymous humanoid alien played by Bowie in the 1976 film *The Man Who Fell to Earth* - <https://www.youtube.com/watch?v=ydLcs4VrjZQ>

- The song 'Modern Love' is a rock song that contains elements of new wave music. Often closed shows on the 'Serious Moonlight' tour - the music video was constantly played on MTV back in the day - <https://www.youtube.com/watch?v=HivQgTtiHVw>
- **Heroes – Evolution of Berlin** - the song tells the story of two lovers, one from East and one from West Berlin. Bowie's performance of "Heroes" on 6 June 1987, at the German Reichstag in West Berlin has been considered a catalyst to the later fall of the Berlin Wall. Following his death in January 2016, the German government thanked Bowie for "helping to bring down the Wall", adding "you are now among Heroes"
- "Under Pressure" evolved from a chance encounter jam session that Bowie had with the band at Queen's studio in Montreux, Switzerland - https://www.youtube.com/watch?v=YoDh_gHDvkk

Labyrinth is a musical fantasy directed by the legendary Jim Henson – the plot revolves around a girl called Sarah who wishes her baby brother away to the Goblin King Jareth (played by Bowie) and her subsequent quest to rescue him.

- Here is the scene where Sarah meets the [Goblin King](#)

We will end with two genius videos for the songs Blackstar and Lazarus – both from Bowie's final studio album. Two days after the album's release, Bowie died of liver cancer; his illness had not been revealed to the public until then. The album was Bowie's intended swan song and a "parting gift" for his fans before his death. It has taken on quite a mythical status.

- Blackstar is a surreal ten minute short - It depicts a woman with a tail discovering a dead astronaut and taking his jewel-encrusted skull to an ancient, otherworldly town. The astronaut's bones float toward a solar eclipse, while a

	<p>circle of women perform a ritual with the skull in the town's centre - https://www.youtube.com/watch?v=kszLwBaC4Sw</p> <ul style="list-style-type: none"> Lazarus - in November 2015; during the week of shooting, doctors reportedly informed Bowie the cancer was terminal and that they were ending treatment – the video prominently features Bowie, appearing with a bandage and buttons sewn over his eyes, lying on a deathbed and finishes with Bowie retreating into a dark wardrobe - https://www.youtube.com/watch?v=y-JgH1M4Ya8 		
Year 6 Terms 1 & 2	The History of Music– 1990/00s –The DJ – Paul Oakenfold GOA mix		
Link to prior learning			
Vocabulary	DJ – turntablist, music festival, nightclub, radio DJ, mix – vinyl records, cassette, CDs DAF Mix, playlist BPM, BEAT-MATCHING, cross fading, cue, DJ controllers, effects unit/pedals, drum machines, synthesisers,		
Learning objectives	Context	Skills	Knowledge
To understand what a DJ is	What is a DJ?	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician develop an understanding of the history of music 	
To understand how music can match an occasion	What is a 'mix' or playlist? For what reasons do we listen to music for? What occasions may we need a list?		

To understand music can be combined	What is crossfading and beatmatching?		
To compile a playlist	What music would you have on your playlist for a party? Birthday? For exercise?		
To mix music	How can we mix different songs? What technology do we need to use?	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Can they use a variety of different musical devices in their compositions - including melody, rhythm and chords? Can they combine groups of beats?
Useful Links	<p>The Goa Mix is a two-hour DJ mix by British musician and DJ Paul Oakenfold.</p> <ul style="list-style-type: none"> He is a three-time Grammy Award and two-time World Music Awards nominee. He was voted the No. 1 DJ in the World twice in 1998 and 1999 by DJ Magazine. He has provided over 100 remixes for over 100 artists including U2, Moby, Madonna, Britney Spears, Massive Attack, The Cure, New Order, The Rolling Stones, The Stone Roses and Michael Jackson He also lived in Swanscombe for a while in his early years! <p>The mix was originally broadcast on BBC Radio 1 on 18 December 1994 after the producer of the Essential Mix show, Eddie Gordon, chose Oakenfold to produce an eclectic DJ mix for the show which featured a growing variation of electronic styles. Oakenfold had, at this point, developed his own unique Goa trance sound, influenced by his time at gatherings on beaches in Goa, and employed it heavily into the mix, which also made pioneering use of film score samples. Oakenfold used the mix as an experiment in which he tried to fuse electronic music, especially trance music, with film score music, and then to overlay the result with vocal parts, samples and additional production. You can listen to the mix here – it's one of the greatest ever , containing a diverse range of influences such as trance classics from artists like Mr.V, Grace, Li Kwan and Salt Tank to film music from Vangelis - https://www.youtube.com/watch?v=uY0oTkrALyA</p>		

He's also done a number of other DJ sets at some really iconic and atmospheric landmarks:

- Mount Everest - <https://www.youtube.com/watch?v=Hk9KJzXmJJl>
- Sunset at Stonehenge - <https://www.youtube.com/watch?v=-Pyqf387UJ8>

Here is a whole load of resources you can use to create your own mixes –

Music Apps / Composing Tools

<https://www.classicfm.com/discover-music/best-apps-for-musicians/>

Ambient / Soundscapes

- Artinfuser - <https://artinfuser.com/artinfuser/>
- Splice – beat maker <https://splice.com/sounds/beatmaker>
- Soundation <https://soundation.com/>
- Ambient Mixer <https://www.ambient-mixer.com/>
- Tones fm <https://www.tones.fm/tones/calm>
- Defonic <https://defonic.com/>
- Earslap <https://earslap.com/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Audio Editing Software

- Audacity <https://www.audacityteam.org/>
- ProTools <https://www.avid.com/pro-tools>
- Soundation <https://soundation.com/>

DJ/Mixing

- Soundtrap <https://www.soundtrap.com/>
- YouDJ - <https://you.dj/>
- Youtube DJ - <https://youtube-dj.com/>

- Rave DJ - <https://rave.dj/>
- Mixxx - <https://www.mixxx.org/>

BPM / Beatmatching

- Findsongtempo <https://findsongtempo.com/>
- Song BPM <https://songbpm.com/>
- Bpm database
- TUNEBAT <https://tunebat.com/>

Year 6 Terms 3 & 4	Classical + The Great Composers– A Night at the Opera –Richard Wagner and the Leitmotif		
Links to prior learning			
Vocabulary	composer/librettist, performing arts, scenery, acting, costume, dance/ballet, Opera House, orchestra, musical ensemble, conductor, singspiel, arias, music drama, bel canto		
Learning objectives	Context	Skills	Knowledge
To find out about a famous composer	<p>'Ride of the Valkyries' / 'Wedding March' from Tannhauser</p> <p>Who was Richard Wagner?</p>	<ul style="list-style-type: none"> listen with attention to detail understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<ul style="list-style-type: none"> Can they refine and improve their work? Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time?
To recognise a genre of music	What is Opera? Investigate the plot of 'The Ring of the Nibelung'		<ul style="list-style-type: none"> Can they analyse features within different pieces of music?
To recognise pulse and rhythm	What is the pulse and rhythm of these pieces of music?		

	Use Understanding pulse and rhythm (thenational.academy) to teach this lesson		
To explore how music is organised in notation	How is music represented and organised? Use Understanding pulse and rhythm (thenational.academy) to deliver this lesson		
To recognise a style of music	The Leitmotif' – what is it? Examples of from the operas – look at the notation of each leitmotif – transcribe and play		Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time
To find out about famous composers	Who are John Williams and Howard Shore?		<ul style="list-style-type: none"> • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time
Useful Links	<p>Ok, so The Ring - it's immense. It's the greatest opera and one of the greatest pieces of 'art' ever produced in my opinion. It's long, dense, mythological and, to top it all off, all in German! The worst thing you could do, though, is be intimidated by it. Just because Richard Wagner's masterpiece and calling card is a mammoth work (or series of works) doesn't mean you should treat it any differently from other operas. The best thing to do is take it slowly, grab a translation and prepare to get lost in some of the most intoxicatingly sublime music ever composed, like this - https://www.youtube.com/watch?v=luf1NOAWvug</p> <p>You'll all know this piece - https://www.youtube.com/watch?v=xeRwBiu4wfQ</p> <p>Plot</p>		

The plot revolves around a magic ring that grants the power to rule the world, forged by the Nibelung dwarf Alberich from gold he stole from the Rhine maidens in the river Rhine.

With the assistance of the god Loge, Wotan – the chief of the gods – steals the ring from Alberich, but is forced to hand it over to the giants, Fafner and Fasolt in payment for building the home of the gods, Valhalla, or they will take Freia, who provides the gods with the golden apples that keep them young.

Wotan's schemes to regain the ring, spanning generations, drive much of the action in the story. His grandson, the mortal Siegfried, wins the ring by slaying Fafner (who slew Fasolt for the ring) – as Wotan intended – but is eventually betrayed and slain as a result of the intrigues of Alberich's son Hagen, who wants the ring for himself. Finally, the Valkyrie Brünnhilde – Siegfried's lover and Wotan's daughter who lost her immortality for defying her father in an attempt to save Siegfried's father Sigmund – returns the ring to the Rhine maidens as she commits suicide on Siegfried's funeral pyre. Hagen is drowned as he attempts to recover the ring. In the process, the gods and Valhalla are destroyed.

- An brief animated guide by the Southbank Centre - <https://www.youtube.com/watch?v=ykQ7ic09OAK>
- The Classics Explained channel did an episode on Wagner and his opera - <https://www.youtube.com/watch?v=H40ApNnu5EA>
- This documentary breaks down and reveals all the Leitmotiv's, characters, scenes, plots, metaphors, mythology, and names in Wagner's Ring Cycle - <https://www.youtube.com/watch?v=CvplbfsIS9w>
- The wonderful and hilarious Anna Russell's comedic summary of Wagner's Ring Cycle - <https://www.youtube.com/watch?v=eN5dAQLYrs>
- If you are interested, this playlist contains Deryke Cooke's analysis of the opera – it's one of the discs on the great Sir Georg Solti recording - https://www.youtube.com/playlist?list=OLAK5uy_m9XjkdN79wE5dh88S8oZCV09W17T7M7xM

The Leitmotifs

A leitmotif is a "short, recurring musical phrase" associated with a particular person, place, or idea.

- Conductor Brett Mitchell gives a deep dive into Wagner's Ring Cycle, demonstrating how he used leitmotifs to tell one of the greatest stories of all time - <https://www.youtube.com/watch?v=RfhF0spEr8U>
- Here's a playlist of all the leitmotifs - https://www.youtube.com/playlist?list=PL78TsyiiZjhGNI-civwjVsk_7tn6XG3wh

- Taken from the Metropolitan Opera Live in HD series, members of the Metropolitan Opera Brass section explain and demonstrate Wagner's use of leitmotifs throughout his Ring Cycle - <https://www.youtube.com/watch?v=vvA54D2Gz3E>

Listen to the Ring

Sir Georg Solti's phenomenal 1966 Decca recording of Wagner's 'Ring' Cycle is regarded as the best recording ever made. You can read why here - <https://www.udiscovermusic.com/classical-features/georg-solti-wagner-ring/>

If you have Spotify, you can stream the whole thing.

- There's a short musical version here, with Arthur Rackham's original illustrations - <https://www.youtube.com/watch?v=-HujjNQPv2U>
- You can watch an orchestra perform the edited musical highlights here - https://www.youtube.com/watch?v=1PBhIPeTJ_g

Links for John Williams and Howard Shore leitmotifs

Richard Wagner is the earliest composer most specifically associated with the concept of leitmotif. The main ideology behind leitmotif is to create a sense of attachment to that particular sound that evokes audiences to feel particular emotions when that sound is repeated through the film. Leitmotifs frequently occur in film scores, and have since the early decades of sound film.

One of the first people to implement leitmotif in early sound films was Fritz Lang in his revolutionary hit M. Lang set the benchmark for sound film through his use of leitmotif, creating a different type of atmosphere in his films –

Two famous examples are the composers below – I've chosen them because I think they are the two film composers who have elevated it to an art form that is easily accessible to our children

John Williams - one of the greatest film composers of all time, he has composed some of the most popular, recognizable, and critically acclaimed film scores in cinematic history in a career that has spanned nearly seven decades.

His excellent fan network site is here - <http://www.jwfan.com/>

In the Star Wars series, composer John Williams used a large number of themes specifically associated with people and concepts (for example, a particular motif attaches to the presence of Darth Vader and another to the idea of the Force)

I'll just list examples from ones the children have probably seen -

- Jaws - <https://www.youtube.com/watch?v=A9QTSyLwd4w>
- All the Star Wars - <https://www.youtube.com/watch?v=s3SZ5sIMY6o>
- Close Encounters of the Third Kind - <https://www.youtube.com/watch?v=wZi7gUIO-2k>
- Superman - <https://www.youtube.com/watch?v=EBatxZ90wag>
- All the Indiana Jones - <https://www.youtube.com/watch?v=-bTpp8PQSog>
- ET - <https://www.youtube.com/watch?v=2-qrMz-JAzo>
- Home Alone - <https://www.youtube.com/watch?v=sXuVE0XGNyc>
- Hook - <https://www.youtube.com/watch?v=dkdqePJA1N4>
- Jurassic Park - <https://www.youtube.com/watch?v=BXsWn9DhF5g>
- Harry Potter - <https://www.youtube.com/watch?v=wtHra9tFISY>

Sound designer David W. Collins brings his passion for the music of John Williams with the podcast series Star Wars Oxygen: The Music of John Williams. Throughout this 38 episode series, David's exhaustive research provides revelations about the compositions, influences for each track, and interview highlights with George Lucas, John Williams, Irvin Kershner and more. You can check it out here- <http://www.rebelforceradio.com/star-wars-oxygen>

- Star Wars influences – the music behind the music looks at how the opening of the film would have looked with the original temp track choices - <https://www.youtube.com/watch?v=h-Cz3dW72Rc>

- a compilation of some of the scores of John Williams and how he incorporated influences from other composers and works - <https://www.youtube.com/watch?v=JtRU8cMp0Nk>
- Some examples of the themes and leitmotifs from star wars - <https://www.youtube.com/watch?v=52Pfq19L5JU>
- ALL the leitmotifs from Star Wars, with time stamps in the video description - <https://www.youtube.com/watch?v=ZXJS2yoprRY>
- Watch him conduct the Imperial March - <https://www.youtube.com/watch?v=vsMWVW4xtwI>

Howard Shore has composed the scores for over 80 films, most notably the scores for The Lord of the Rings and The Hobbit film trilogies. He won three Academy Awards for his work on The Lord of the Rings.

In The Lord of the Rings film trilogy, the dramatic orchestral score has about a hundred leitmotifs recurring throughout, which are mostly associated with the protagonists, villains, locations, objects and moods.

- Lord Of The Rings: How Music Elevates Story - <https://www.youtube.com/watch?v=e7BkmF8CJpQ>
- Music of the Lord of the Rings – full documentary - <https://www.youtube.com/watch?v=j-D4n8WrGFw>

Learn about the rich collection of music themes, motifs, and leitmotifs which build up Howard Shore’s musical universe for The Lord of the Rings Soundtrack. These videos look at the leitmotifs, and how the composer develops his themes as the story develops, giving a lot of examples of how the themes are used throughout the film, to match the mood of the movie;

- Part 1 - focuses on Places of The Lord of the Rings: The Shire theme, Rohan theme, Gondor theme, The White Tree theme, and the Isengard / Uruk-hai theme - https://www.youtube.com/watch?v=-Deesm_fadg
- Part 2 - focuses on Connections between different themes in the story: The Fellowship theme, The Ring theme, Sauron’s theme, The Elves theme, Temptation, Smeagol, and Gollum - <https://www.youtube.com/watch?v=lch1P7UFRBg>
- Part 3 - looks at extra themes: Rescue, Eowyn, and Shadowfax - <https://www.youtube.com/watch?v=4H9baaSATkA>

You can also watch Howard Shore’s complete symphony adaptation of his score, complete with commentary - <https://www.youtube.com/watch?v=yxB5AHoTala>

