

Musicals	Music	Years 5 & 6, Term 5	Year B
Key vocabulary: musical theatre, spoken dialogue, choreographers, directors, book musical, jukebox musical, acting, dance singing, libretto, lyrics, tempo, dynamics, structure, chorus, timbre, texture, characters, costumes, emery, speed, ensemble, setting, context, tempo.			
Knowledge and skills: Understand how pulse, rhythm and pitch work together. (C1) Appropriately discuss the dimensions of music and recognise them in music heard. (C2) Develop understanding of the history and context of music. (C6) Appreciate a wide range of live and recorded music from different traditions and different composers. (C7) Know the vocabulary: script, production, cast. (C13) <i>The characteristics of musical theatre.</i> <i>A musical involves lots of different roles, including performers, musicians, lighting and sound engineers, choreographers, directors and producers.</i> <i>Many musicals have been turned into films and have become popular all over the world.</i> <i>Musical plays have been around for hundreds of years.</i> <i>Musicals started to become popular in the 19th century.</i> <i>There are two main types of musical: the book musical, driven by a clear plot and original songs (e.g. Les Misérables) and the jukebox musical, more focused on songs by one band or artist, linked by a plot (e.g. We Will Rock You and Mamma Mia).</i> <i>How costumes help portray characters in a musical using The Lion King as an example.</i> <i>Children will look at musicals for children and consider how the songs within them are different and why.</i> <i>Why dance is so important in musicals.</i> <i>Who Andrew Lloyd Webber is and his contribution to musical theatre.</i>		Possible activities: Listen to a song from Matilda and describe what can be heard (tempo, dynamics, structure, timbre, texture). Look at the importance of the costumes in the Lion King. Consider songs for children within musicals and write about their favourite songs. Create their own dance routine to a song from a musical which reflects the mood of the song. Research Andrew Lloyd Webber and his work.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Children will reflect on the music the hear and describe the emotions it provokes. Moral: Children will consider the storied of different musicals and consider whether the characters are right or wrong eg Miss Trunchbull, Bugsy Malone. Social: Children will consider how a trip to the theatre can promote social cohesion. Cultural: Children will consider how musicals have changed over time. British Values: Equalities: Children will consider how musical theatre is open to all as performances can be recorded.			