

Music - Composing for protest - music inspired by Ethel Smyth and a picture of the suffragettes (Sing Up)

Lesson sequence -
 LF: To create song lyrics.
 LF: To fit lyrics to a pulse, creating a chant.
 LF: To write a melody and sing it.
 LF: To structure ideas into a complete song.

Concept Links/Prior Knowledge

Children are familiar with chants having studied and performed vocal chants in Year 5.

Children have performed class arrangements and ensembles.

Through their history topic this term, children have an awareness of the rising importance of women as a result of 20th Century Conflicts (links to suffragette movement)

Sticky learning	
New Knowledge	New Skills
Repertoire of songs of different genres - 20 th -century orchestral work	Perform complex song rhythms confidently
Lyrical meaning through expressive singing	Change vocal tone to reflect mood and style
Understand the effect of changing harmony	Convey lyrical meaning through expressive singing in a part song with echoes

Vocabulary revision (vocabulary I have been taught before)

Beat	Lyrics	Tempo
Chant	Pitch	Melody
Rhythm	Structure	Pulse

New Vocabulary

Ostinato - a repeating pattern

Coda - a fancy ending

Protest Song - a song written to help a social cause or to effect change

**Significant people
(musicians/artist)**



Ethel Smyth

Musical notations and symbols





