

Step 1 – Full Lesson Plan – Look Into The Night (Part 1)

In the next two lessons, all the musical learning and activities will be focused around the song **Look Into The Night**.

Learn all about K-pop music with Look Into The Night. K-pop is a style of Pop music that began in the 1990s in South Korea and is now very popular all around the world!

Each unit has a Musical Spotlight and a Social Question and sets out sequences of learning around songs in key musical areas.

Musical Spotlight: Freedom to Improvise

Use the Musical Spotlights flexibly within each lesson. Tell your audience about them when introducing your performance. See the Unit Overview document for more information.

Social Question: How Does Music Shape Our Way of Life?

Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments. See the Unit Overview document for more information.

The Musical Features in this lesson:

Musicianship - Understanding Music:

- Time Signature: 3/4
- Key Signature: D major
- Copy back and create rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiquavers
- Copy back and create melodic patterns using: D, E, F#, G, A

Musicianship - Improvise Together:

- Time Signature: 6/8
- Key Signature: C major
- Improvise section using: C, D, E, F, G, A, B

Some musical information about the song:

- Musical Style: Pop
- Key: D minor
- Time signature: 4/4

The Musical Activities in this song:

- Play instruments with the song, using the notes F, G, A, C, D
- Compose with the song, using the notes D, E, F, G, A, B \flat , C

Musical Elements:

- Pulse/Beat/Groove
- Rhythm - long and short sounds over a steady beat or pulse, syncopation
- Pitch (Melody) - high, low, rising, falling, start to recognise major and minor, full scales in different keys
- Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)
- Dynamics and Articulation - a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
- Timbre - different instrumental and vocal sounds
- Texture - duet, melody and accompaniment, ternary form, verse and chorus form, music with multiple sections, music with different parts
- Structure (Form) - introduction, verse, chorus, ostinato, riff, call and response, question and answer, copy back/echo, ternary form, verse and chorus form, music with multiple sections
- Harmony - static, moving, triads, chord progressions
- Crotchets
- Paired quavers
- Minims
- Semibreves
- Semiquavers

Please read the **Model Music Curriculum Scheme Guide** and the **Musical Progression Guide** for complete information about each activity (located on the Model Music Curriculum Scheme homepage).

These are the Year 5 documents you will need for this lesson (located in the Planning and Support section on each Unit Summary homepage):

- Unit Overview
- Listen and Respond Guide
- Knowledge Organiser
- My Music Passport
- Key Learning

For support with composition and theory, you will find these documents useful (located on the Model Music Curriculum Scheme homepage):

- Theory Guide
- Year 5 Extension Activities for Composition
- Song Writing in Years 5 and 6
- Quick Guide to Lyric Writing

- Rests
- Time signatures 2/4, 3/4 and 4/4
- Stave, lines and spaces, clef, bars and barlines

The Lesson (45 minutes or one hour)

This colour denotes deeper learning possibilities.

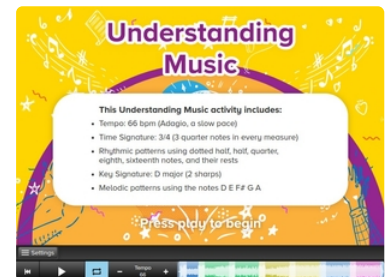
Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improve Together as an optional activity for variation and enrichment.

Understanding Music - Year 5 Unit 5

Understanding Music starts every lesson in every unit. Its aim is to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially-created activity track with different musical activities that teach the beginnings of music theory needed for the unit.

In each lesson, the activities are repeated and therefore musical skills are also repeated, so the learning deepens.



Learning Focus

- Steady beat
- Metre 3/4
- Rhythmic and melodic patterns
- Recognising and/or reading simple notation and tonic sol-fa
- *Recognising the tonal centre is D major and the D major scale is used*
- Dotted minims, minims, crotchets, quavers and semiquavers

Knowledge and Skills

- Internalise, *keep* and move in time with a steady beat in 3/4 time
- Copy back rhythms from memory *or with notation*
- Listen to the rhythms provided and create a rhythmic answer. Create *and/or identify rhythm patterns* using simple combinations of dotted minims, minims, crotchets, quavers, semiquavers and their rests
- Listen to and copy back melodic patterns using the notes D, E, F#, G, A from memory and *with notation*
- Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations and the notes D, E, F#, G, A
- Begin to understand the importance of warming up your face, body and voice
- Copy back melodic patterns using voices (sol-fa option in settings)

Notes

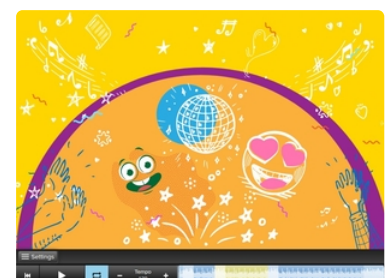
Improve Together - Year 5 Units 5,6

This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together.

Learning Focus

Children will practise improvising using the notes:

- C, D, E
- C, D, E, G, A
- C, D, E, F, G, A, B



Knowledge and Skills

- Create personal musical ideas using the given notes
- Improvisation is about making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Improvise with confidence
- Improvise using more complex riffs and phrases
- Share and talk about their improvisation

Notes

Listening

Listen and Respond - Look Into The Night

The Listen and Respond activity has five on-screen tabs to work through:

1. Listen
2. Respond
3. Extended Listening
4. Understand
5. Connect

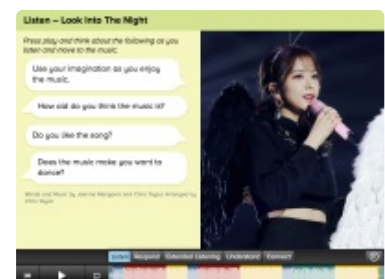
Encourage the children to stand up and internalise the music using their bodies.

Please use the Listen and Respond Guide, but here are some discussion points for extension:

Encourage the children to move to the music in the way they feel most comfortable. Allow them to respond to the music with movement. Discuss what you all think the composer's intentions were, using musical vocabulary.

Discuss the music you have listened to, with the musical features for this lesson in mind.

Perhaps discuss dynamic contrasts in greater depth, why the composer might have used certain voices/instruments in the music or why they might have written in this style.



Learning Focus

- Talk about the song together
- Explore its musical style through the style indicators of this music and its performers
- Embed a deeper understanding of the musical concepts related to the song
- *Learn about and/or find a connection with the song or music*

Knowledge and Skills

- Share your thoughts and feelings about the music *using some musical language*. Listen carefully and respectfully to other people's thoughts about the music
- Analyse, explore and discover the song/piece's musical concepts and style
- *Focused, deeper learning of the musical concepts related to the song/piece*
- Place the song/piece in its historical, cultural and global context. Does this song/piece have a message or tell us a story?
- *Understand and explore where the song/piece fits in the global musical narrative*
- *If you like this song/piece, see the suggested artists and music to listen to and learn about*

Notes

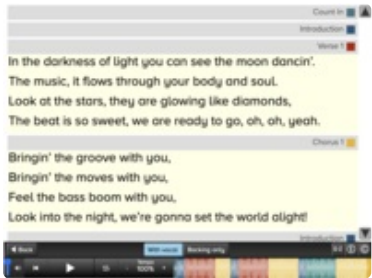
Singing

Learn to Sing the Song - Look Into The Night

The on-screen resource will assist you with listening and learning to sing the songs. A flexible approach gives you the option to listen to, learn and/or sing along with the songs.

On the screen, you will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

There are options to sing with or without the singer on the track and to change the tempo. The score is available for you to follow on the screen, too.



Learning Focus

- Learn to sing the song as part of an ensemble/choir
- Follow a leader/conductor
- Understand the meaning of the song
- Demonstrate and maintain correct posture and breath control
- Listen to each other and sing in tune together

Knowledge and Skills

- Understand the emotion/feeling/intent of the song *and explain it to the class or each other*
- Understand and *explain* the importance of vocal warm-ups
- Singing as part of an ensemble or large group is fun, but you must listen to each other
- Learn by ear *or from notation* that the song is in 4/4 time and in D minor
- Learn the design/structure of the song
- *Enjoy singing/rapping a solo and creating choreography for a performance*

Notes

Playing

Play Your Instruments with the Song - Look Into The Night

In the 'Play your Instruments with the Song' resource, you have the option to choose which glockenspiel and/or recorder parts you want to learn. These parts are differentiated, Part 1 usually being the most difficult and Part 4 usually being the easiest. Please start with the part/s that are relevant for your class and then differentiate accordingly. The children can learn the parts by ear and with the notated parts (also available in the resource), if appropriate.

When performing the song with instruments, there is a specified section to play over - this part of the lesson gives the children the opportunity to learn their parts over that particular section of the song.

Differentiated notated parts are available on the unit homepage for all band/orchestral instruments.



Learning Focus

To play and perform an instrumental part as part of the song they are learning to sing by ear or from standard notation.

The Glockenspiel parts use the following notes:

- Part 4: D
- Part 3: F, G, A, C, D
- *Part 2: F, G, A, C, D*
- *Part 1: F, G, A, C, D*

The Recorder parts use the following notes:

- Part 4: F, G, A
- Part 3: F, G, A, C
- *Part 2: F, G, A, C*
- *Part 1: F, G, A, C, D*

Knowledge and Skills

- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part *or the melody of the song* from notation
- Rehearse and perform their parts within the context of the Unit song
- Listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect

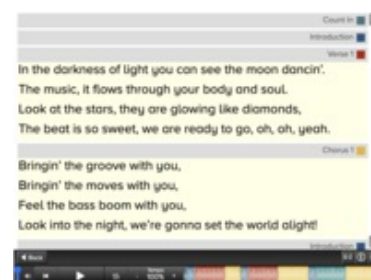
Notes

Performing

Perform the Song - Look Into The Night

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to choose some of your songs to perform as part of your Step 6 assessment. You might decide to organise a special concert at a different time. It's up to you! Talk together about each element of your lesson and what you would like to perform. Share thoughts and feelings.

It's a good idea to record your 'end of lesson' sharing as part of the **formative assessment** process. You will have the option to revisit and perform a song/songs of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress you have made.



Learning Focus

Share and start to take responsibility for a performance of the learning that has taken place in the lesson.

Knowledge and Skills

- Create and present a holistic performance with an understanding of the musical, cultural and historical contexts
- *Present what has been learnt in the lesson with confidence and ease*
- Introduce the performance with an understanding of what the song is about and anything else connected to it and you
- Perform with confidence and with an understanding of the songs you are singing and how the activities fit with the songs
- To choose what to perform and create a programme
- *To talk about a suitable venue and how to use it to best effect*
- To record the performance and compare it to a previous performance
- To discuss and talk musically about it – 'What went well?' and 'It would have been even better if...?'
- A performance can be to one person or to each other
- A performance can be a special occasion and involve an audience, including people you don't know. It is planned and different for each occasion

Notes
