

# GGA- Music Year 6

## Autumn Term Music & War

### Musical Compositions

#### The last post

Trad.  
Pre-1700



#### The British Grenadiers

Trad.  
1762



#### Good-Bye-Ee

Weston & Lee  
1917



#### Boogie Woogie Bugle Boy

The Andrews Sisters  
1941



#### War

1969  
Edwin Starr



#### The Fiddle and the Drum

1969  
Joni Mitchell



#### War on Film

Dam Busters (Eric Coates)  
Star Wars (John Williams)



### Why are we learning this?

To examine how war has used music, inspired music, and been changed by music.

### Why is this important?

Music can reflect society's attitude to war, as well as changing it.

### Skills that I am going to learn.

#### Listening

Recognize, respond to and play military drum signals



#### Listening

Listen and appraise how music has represented war throughout the ages and recognize key tropes



#### Singing

Learn a selection of war-related songs from throughout musical history



### Vocabulary

#### Fanfare

A trumpet signal, usually to mark the arrival of someone or something.

#### March

A type of military music with 2 beats in a bar originally used to keep soldiers in time when marching.

#### Protest Song

A song expressing the singer's opposition to something. For as long as there have been wars, there have been protest songs.

#### Trope

An idea, perhaps musical, that is used time and time again to represent something (for example, drums and trumpets in war music)

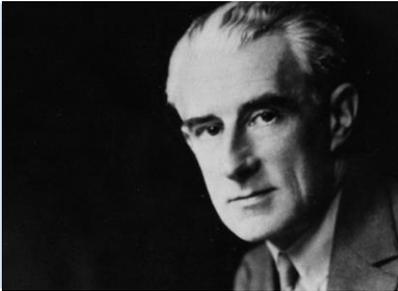
#### Cadence

An American marching song, often humorous

# GGA- Music Year 6 Autumn Term Growth

## Music History

**Maurice Ravel**  
1875 - 1937  
French composer,  
a master of orchestration  
and piano writing. Composer  
of *Bolero*



### Why are we learning this?

Bringing the musical past into the performing present.

### Why is this important?

Using the great works of the past to inspire our own creativity.

## Skills I am going to learn

Listening	Composition	Performance
Listen and appraise a professional performance of Ravel's Bolero, and watch examples of flashmob performances	Compose a piece that grows in layers and dynamics	Plan a playground flashmob



## Vocabulary

Orchestral classifications	The sections of the orchestra	
	<b>Strings</b>	Harp / violin / viola / cello / double bass
	<b>Woodwind</b>	Flute, Clarinet, Saxophone, Oboe, Cor Anglais, Bassoon, Contrabassoon,
	<b>Brass</b>	Trumpet, horn, trombone,
	<b>Percussion</b>	Snare drum, timpani, celeste,