

MUSIC MADE SIMPLE

YEAR 5: IPC UNIT TITLE: **MISSION TO MARS** AUTUMN TERM (2) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> Compare two pieces of instrumental music ('Mars' and 'Mission Impossible theme') from different times and discuss the similarities and differences
Resources	(a) 'Mission Impossible' theme: https://www.youtube.com/watch?v=dWfLThXoC8Y (b) Sing Up: EARTH, SPACE AND ALL THAT JAZZ
Introduction/ warm up	Sing 1 2 3 4 5 and try to perform the warm-up without using number cards
Main part of the lesson to include some aspects of: Singing Composing Performing Listening Appraising	<p><i>NB: This lesson is deliberately light-weight on content, allowing you and your class to revisit and perfect the MISSION TO MARS performance piece.</i></p> <p>(1) Display the lyrics of EARTH SPACE AND ALL THAT JAZZ (Sing Up) and play the performance track. This is quite a sophisticated song with lots of words to fit to the melody. It describes the history of astronomy and how successive scientists dismissed the finding of their forebears. It will take a little time to learn so use the echo tracks to support your singers.</p> <p>(2) Listen to the theme from MISSION IMPOSSIBLE https://www.youtube.com/watch?v=dWfLThXoC8Y.</p> <p>This contemporary piece is also in 5/4 time which gives it its edgy feel. Play a little fragment from Holst's 'Mars' and ask pupils if they can describe any musical or stylistic differences... you might also invite them to state any preferences?</p> <p>Interestingly, the two pieces were written approximately 50 years apart:</p> <p>Holst completed 'The Planets' between 1914 and 1916 The 'Mission Impossible' theme was written by Argentinian composer Lalo Schifrin, for the television series which began in 1966.</p>
Ideas for revisiting in the week	Revisit the 'Mars' songs and try to build-in some listening time so that pupils can experience both 5/4 pieces again. Another famous 5/4 classic that might be introduced is Dave Brubeck's aptly-named 'Take Five'.