Music Learning Journey
Year 6 Autumn 1st ½

Hey, Mr Miller

Focus: Swing music, syncopation, swing rhythm, Big band instruments, scat singing, social and historical context (WWII, segregation), *Hey, Mr Miller*, *In the mood*, progression snapshot 1.

Introduction and begin learning Hey, Mr Miller.
- Watch/ listen to *In the mood* by Glenn Miller, noticing the instruments and how they are played.
- Embody the rhythms of the solo instruments through movement.
- Practise looking at and finding information on a score.
- Learn the first two sections of the song *Hey, Mr Miller*.

Learn Section 3 Hey, Mr Miller and find out about swing music.
- Rehearse the tune of Sections 1 and 2 of Hey, Mr Miller.
- Learn Section 3 and introduce the term 'chromatic'.
- Learn about the cultural, social, and historical context of swing music.
- Embody the rhythms of swing music by dancing to audio examples.

Progression snapshot 1. Make a video recording of children singing.
- Learn the melody of *Throw, catch*.
- Learn dance steps to add to the song.
- Combine singing and dancing.
- Perform their song for a video recording.

Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington.
- Learn the terms 'arpeggio' and 'syncopation' in preparation for the composing activity in Lesson 5. Some pupils might recognise that Section 3 of Hey, Mr Miller is based on an arpeggio.
- Listen to Ella Fitzgerald and Duke Ellington, learn about scat singing and have a go themselves.
- Sing rhythmically and with a sense of the style of swing.

Improvise syncopated melodies using notes of the C major scale.
- Sing and dance to Throw, catch as a physical and vocal warm-up.
- Practise singing an arpeggio figure to help tune the opening of Section 3 of Hey, Mr Miller.
- Invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor.
- Using the rhythm pattern improvise using a selection of notes from the C major scale.
- Sing and play Hey, Mr Miller combining the class singing and improvising.

Sing and play a class arrangement with a good sense of ensemble.
- Rehearse Hey, Mr Miller in three parts.
- Practise scat singing with the backing track.
- Practise improvising on instruments.
- Create a final arrangement video recording their performance.
- Listen back/watch their favourite performance from the unit.

Marion Richardson Primary School

Mowlem Primary School

Key vocabulary
- **Duration**: beat, pulse, count-in, swing/swung rhythm, syncopation.
- **Pitch**: arpeggio, chromatic, C major scale.
- **Structure**: question-and-answer.
- **Texture**: layers.
- **Timbre**: rhythm section, brass section, woodwind section, scat singing (scatting).
- **Other**: improvisation, big band, swing music.

Key Content:
- Compose a syncopated melody using the notes of the C major scale.
- Sing a syncopated melody accurately and in tune.
- Sing and play a class arrangement of the song with a good sense of ensemble.
- Listen to historical recordings of big band swing and describe features of the music using music vocabulary.

What should I already know from Year 5?
- Listen with increasing accuracy identifying the inter related dimensions in a piece of music - e.g. pitch, dynamics, tempo
- Use musical vocabulary to describe a piece of music.
- Use musical vocabulary to describe what they like and do not like about a piece of music
- Explore different interpretations of music such as dance, art, creation of own music response
- Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have
- Record their work graphically

This year we are learning to:
- Listen with increasing accuracy identifying the inter related dimensions in a piece of music - e.g. pitch, dynamics, tempo
- Use musical vocabulary to describe a piece of music.
- Use musical vocabulary to describe what they like and do not like about a piece of music
- Explore different interpretations of music such as dance, art, creation of own music response
- Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have
- Record their work graphically

In Year 7 we will be learning to:
- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which

Name: .....

Class: .....

Hey, Mr Miller

In this unit you will learn about the American musician Alton Glenn Miller and his swing band. You will discover more about swing-style jazz and the band leaders of 1930s and 1940s America.

World famous big band leaders:

Duke Ellington

Count Basie

Glenn Miller

World famous jazz singers:

Ella Fitzgerald

Billie Holiday

Here are the instruments that make a big band …

There are 3 sections in a big band.

Rhythm section instruments:
Piano, double bass, drums, guitar. ← **Rhythm**

Brass section instruments:
Trumpets, trombones. ← **Brass**

Woodwind section instruments:
Saxophones (alto, tenor, baritone), clarinet. ← **Woodwind**

Swing rhythm

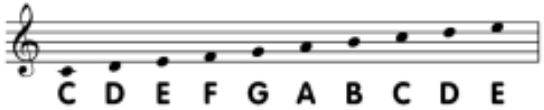
The rhythm has a 'bouncy' feel:

Long short long short long

Syncopation

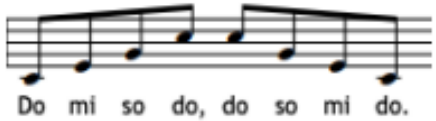
Where the rhythm pattern falls off the main beat.

C major scale



Arpeggio

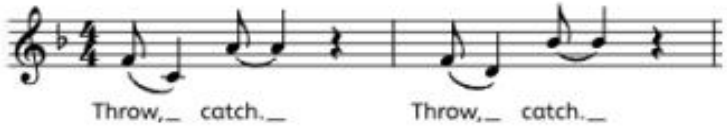
Where the notes of a chord are played one at a time:



SCAT singing = a style of singing on nonsense syllables.

Ba-ba-ba-ba
Doo-wa-doo-waa

Throw, catch
(progression song)



Class arrangement

There is a 4-bar introduction …

1.

2.

3.

4.

5.

6.

7.

8.

9.

I sang and played a class arrangement of the song with a good sense of ensemble.

Add a comment:

During World War 2, swing bands helped keep the home front morale high with their music.

Popular songs from the time included:

Boogie woogie bugle boy

Shoo shoo baby

Chattanooga choo choo

Genre = jazz (swing)

1930 - 1950	1939 - 1945	Present (now)
Swing style jazz.	World War 2.	*Hey Mr Miller* by David Machell.