

The Final Curtain

Year 6

Spring 2

Unit Overview

Lesson One – Listening and Song Inspiration

- In this last music scheme for Year 6, we will explore three songs written specifically for Year 6. The songs tackle important final year topics such as 'Friendship', 'Saying Goodbye', 'Reminiscing', 'Social Media', 'Public Image' etc.
- Firstly, let's explore three famous songs that have been written specifically for people who are moving on to pastures new:
 - Good Riddance (Time of Your Life) – Green Day 1997
 - The Climb – Miley Cyrus 2009
 - See You Again – Wiz Khalifa 2015

I have created a video of a snippet of each song. Watch the video and have a discussion with the class about the following:

Lyrics – How do the lyrics fulfil the songs ambition of being about 'Moving On'?

Mood of the Song – What type of mood are the songs?

Song Genre – Is the music a ballad, rock, pop, indie, reggae, hip-hop, R and B, blues?

What hooks are in the songs? Parts that are catchy and get you singing along?

What instruments are playing?

Having listened to the famous tracks, can the children brainstorm ideas for their own 'Leavers' song.

Ask the children to create a spider diagram brainstorm for their own song about leaving school and moving on. They can put the main theme in the middle "Leaving School" and then round the outside any words that link to the theme from a subjective point of view.

Ask the children to write down the style/genre of music they would like to use and what kinds of instruments they would have as an accompaniment to the singing.

At the end of the lesson allow children to relay their ideas to the class and discuss the work.

Lesson Two – Never Let Go

- I have written this song especially for Year 6 leavers. Play the song for the children to listen to. What instruments can they hear? What hooks (catchy words or melodies) can they hear? Which part of the song is the chorus? (It's just a matter of a-skip skip skipping into....)
- Let the children learn the song a little bit at a time. As you go through each section discuss the importance of the words with regards to leaving school and school memories. Towards the end of the song there is a gap left in the lyrics to be filled by you, the class. As soon as you sing "Ofsted, Dol-y-Moch' I have left a gap for the classes own words. Obviously Dol-Y-Moch can be changed as well depending on where the children have gone on trips. As the children become more familiar with the song and its structure, ask them for movement ideas. Children enjoy thinking of dance moves or hand gestures to go with a song. Don't think of anything too elaborate! Make sure the moves are easy for the class to learn and follow. At the end of the lesson try a full run through with actions.

Lesson Three – Subscribe and Follow

- Recap the work from the previous week. Sing through 'Never Let Go'.
- The next song we are going to explore is 'Subscribe and Follow'. This song is written especially for the play 'Time After Time' however, it can be used in a separate context even if you don't do the show.
- Let the children hear the song and watch the lyrics as it plays. Ask them to make notes on the song. Once they have heard it through ask them what they think the song is all about. The lyrics are a reference to the modern age of social media and image. It explores people's obsession with keeping up with the social media race and constantly taking pictures of themselves to put online. Talk about the dangers and concerns of online media. Why can it be harmful? What is FOMO? Why do people get it?
- Discuss how the song explores a mixture of History and Modern Age (We've turned the radio Tik-Tok) Wireless Radio being an old-fashioned way of listening to music and Tik-Tok being a modern form of media. Discuss how Tik-Tok uses an extremely short, slice of music and video, whereas many years ago people liked to listen to full albums without interruption. Tik-Tok is a fast-paced snippet, whereas, vinyl is a more meaningful, musical story.
- Let the children learn the song and, as last week, think of actions to improve the overall performance.

Lesson Four – Time After Time

- 'Time After Time' is completely different to the previous two songs in its tone and mood. This song has a Ballad feel and explores the emotions involved in the realization that the children are finishing their final year of school. The emphasis of the song is on the parental and teacher support that the children have had throughout their primary school life.
- As in the previous lessons, play the song through and then learn it one section at a time. In the middle of the song there is a rap sequence. The words here are extremely poignant so make sure you discuss them with the class. Which children are able to perform the rap in time with the music? Which words should be emphasized in the rap?

Lesson Five – When I Grow Up

- In this lesson the children will explore the song 'When I Grow Up' by Tim Minchin.
- Firstly, play the Intro video I have created. Have a discussion with the class about the background of the song. Tim wrote the song in one day at a piano in a warehouse! Where did the ideas come from for his lyrics? Why is the tune so catchy? What show is the song written for? Why does Tim think it is the perfect song to start the 2nd Act?
- Sing the song using the next video and the PDF of the lyrics provided.
- What do children think of the music video? How does it encapsulate the themes Tim Minchin was trying to explore in the song?
- The children can try the Boomwhackers track as an add-on to the lesson.

Lesson Six – Performance

- To finish the unit the children could perform the pieces to an audience.
- I have also written an end of year production called Time After Time. I have added the script if the children would like to perform it.