

Military Marching Music

Lesson Plan for KS2

Learning Objectives:

- Students will learn how to find and keep a beat.
- Listen to a number of historic military songs and understand their Purpose/importance.
- Be able to identify military marches through orchestration and tempo
- Analyse txt and creatively choose instruments to portray the txt meaning.

Skills Targeted:

- Targeted Listening
- Tuning into rhythm
- Literacy (lyric analysis)

Resources:

Rhythm instruments (shakers, maracas, rain stick, wood block, finger cymbals)

Warm ups rhythm exercises:

1. Take a slow, controlled breath through the nose then out through the lips like a horse.
2. Chew the imaginary hay ten times. Swallow the hay!
3. Roll the shoulders in a circular movement.
4. Massage your cheeks and face with your fingertips. Smile widely, stick out your tongue, and then finish with a big yawn.

Activity:

Explain the genre Military Marches/Songs.

- A **march**, as a musical genre is a piece of music with a strong regular rhythm, which was originally composed for marching to and most frequently performed by a military band. Marches range from the death march, to brisk military marches and processional marches.
- The rhythm in marches was generally kept by just the percussion section, and with the development of brass

instruments in the 19th century, marches became very popular and were often elaborately orchestrated.

- Composers such as Mozart and Beethoven wrote marches, often found in their operas and symphonies.
- The March tempo of 120 beats per minute was chosen so that armies could move fast.
- British marches are usually at a stately pace and have a wide range of dynamics, including unusually soft and loud sections.

Listen to some examples of Military marching songs.

'We're Gonna Hang Out the Washing on the Siegfried Line' - World War II
<https://www.youtube.com/watch?v=UgXyVL7KgAY>

'It's a Long Way To Tipperary' / 'Pack Up Your Troubles In Your Old Kit'
https://www.youtube.com/watch?v=FsynSgeo_Uo

Music is a strong way to get a message out and to encourage support, especially during difficult times. During WWI, songs supported the country and encouraged citizens to enlist and join the fight. Others encouraged those on the home front to support those who were on the battlefield.

- Ask students the main instrumentation they heard being used (percussion followed by brass).
- Get students to stand and march on the spot to the rhythm of the song.

Activity:

Step 1

Hand out a copy of the lyrics to the song 'The Scarlet and the Blue' from War Horse and ask students to read the lyrics aloud.



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Discuss the lines:

'Then hurrah for the scarlet and the blue'

'The beating of the Military drum'

'For I've took the good king's shilling'

Then play the song so they can hear where to add their chosen percussion instruments to the story.

<https://www.youtube.com/watch?v=8M4nw2vGytA>

Step 2

Select six students at a time and each student will choose an instrument to represent their sound in the song/story.

For example:

1st student: when ploughing mentioned,

2nd student: glittering in the sun,

3rd student: scarlet and the blue,

4th student: when the rifles crack and roar,

5th student: the beating of the military drum,

6th student: nor hear the skylark sing

Step 3

While these six students are using their instruments during the song, have the rest of the class marching on the spot.

Step 4

Swap students with another six, and let to choose different instruments to denote the line of the tune they have chosen to represent.

Assessment based on objectives:

- Encourage the students to explain why they chose those particular instruments and rhythms for the lyrics they are representing.
- Encourage them to be as creative as possible.

The Scarlet and the Blue

I was once a jolly ploughboy;
I was ploughing up the fields all day
When a sudden thought came to my mind
That I should roam away,

No more to work the harvest fields,
Nor hear the skylark sing,
For I've joined up to the army;
I'm a-fighting for the King.

Then hurrah for the scarlet and the blue,
With the helmets a-glitterin' in the sun,
And the bayonets flash like lightning to
The beating of the military drum.

And no more will I go harvesting
Or gathering the golden corn,
For I've took the good King's shilling
And I'm off tomorrow morn.

And I'll leave behind my Molly:
She's the girl that I adore.
And I wonder if she'll think of me
When the rifles crack and roar.

And if ever I return again
And she proves true to me,
We're going to do the churchyard walk,
And a sergeant's wife she'll be.

Then hurrah for the scarlet and the blue,
With the helmets a-glitterin' in the sun,
And the bayonets flash like lightning to
The beating of the military drum.

And no more will I go harvesting
Or gathering the golden corn,
For I've took the good King's shilling
And I'm off tomorrow morn.

