

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 1: TONY CHESTNUT

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Use voices expressively and creatively by singing songs and speaking chants and rhymes. ❖ Play tuned and untuned instruments musically ❖ Listen with concentration and understanding to a range of high-quality live and recorded music. ❖ Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. ❖ Sing songs with a small pitch range, pitching accurately. ❖ Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. ❖ Mark the beat of a listening piece by tapping or clapping and recognising 	<p style="text-align: center;"><u>What I should know by the end of the unit.</u></p> <p style="text-align: center;"><u>Musical learning</u></p> <p><u>Musical Focus:</u> Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Recognise and play echoing phrases by ear. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Play the melody on a tuned percussion instrument. ❖ Sing with good diction. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Improvise rhythms along to a backing track using the note C or G. ❖ Compose call-and-response music. 	<p><u>Vocabulary</u></p> <p>Pitch: ‘cuckoo call’ interval (minor 3rd), melody.</p> <p>Structure: echo, call-and-response.</p> <p>Tempo: beat, steady beat.</p> <p>Timbre: tuned (has notes) and untuned percussion instruments (doesn’t have notes).</p> <p>Other: diction, improvise.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Untuned, instruments <p><u>Reading support</u></p> <ul style="list-style-type: none"> ❖ Vocabulary explained at the start of each lesson. ❖ My turn, your turn. <p><u>Key People and Music listened to.</u></p> <p>John Hendricks - I want you to be my baby.</p> <p>Sérgio Mendes - Fanfarra (Cabua-le-le)</p> <p>Traditional - Hi, Lo Chikalo</p> <p>Traditional- Tony Chestnut</p>
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<p>tempo as well as changes in tempo.</p> <ul style="list-style-type: none"> ❖ Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. ❖ Create and perform their own chanted rhythm patterns with stick notation. ❖ Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). 	<p><u>British Values</u></p> <p><u>Democracy</u> - Children learn to work with other children in a team to create and perform music. Children listen to other children’s ideas and opinions.</p> <p><u>The rule of law</u> - Children know that they have to take care of the instruments, so they don’t become damaged. Children learn to be an appreciative and supportive audience who listen attentively while others perform.</p> <p><u>Individual liberty</u> - Children can make choices about different percussion instruments they would like to play and different roles in performance.</p> <p><u>Mutual respect</u> - Children can sing songs and listen to music from different countries and cultures.</p>	<p><u>Christian Value:</u> Respect Children show respect for the music of other cultures and traditions.</p> <p><u>Spirituality:</u> Ows, Wows, and Nows Within music there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p> <p><u>Cultural Capital:</u> Watch music videos and listen to musical performances to increase access to types of music that they might not be exposed to in their everyday lives. Invite other musicians and performers into school to share their skills and encourage love of music.</p>
<p><u>Cross Curricular Opportunity</u></p> <p>Maths: Links to length of notes and beats in a bar.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p> <p>PE: Using bodies to follow beats by walking, skipping and striding. Using bodies to create rhythms of body percussion.</p>	<p><u>Impact/Assessment</u></p> <ul style="list-style-type: none"> • Monitored by recorded performances and snapshots, one to one or small group conversation, whole class discussion, final outcome. • Identify any personal challenges preventing meeting MMC statements • Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no individual music books. • Collect videos of both journey and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes. • One school floor book to record termly objectives covered, skills explored and pupil voice. 	