

National Curriculum Objectives

- ❖ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ❖ Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- ❖ Listen with attention to detail and recall sounds with increasing aural memory.
- ❖ Use and understand staff and other musical notations.
- ❖ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ❖ Develop an understanding of the history of music.

Model Music Curriculum

- ❖ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate

What I should know by the end of the unit.

Musical learning

Musical 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.

Listen and Appraise.

- ❖ Listen to historical recordings of big band swing and describe features of the music using music vocabulary.

Sing and Play.

- ❖ Sing a syncopated melody accurately and in tune.
- ❖ Sing and play a class arrangement of the song with a good sense of ensemble.

Improvise and Compose.

- ❖ Compose a syncopated melody using the notes of the C major scale.

Vocabulary

Pitch: pentatonic, 'blue' note.
Structure: verse, chorus, call-and-response, echo, phrase.
Tempo: off-beat.
Timbre: articulation, legato (smooth), staccato (spiky, detached).
Texture: melody and accompaniment, unison, solo, ensemble.
Other: improvise.

Phonics / polysyllabic words

- ❖ Articulation, accompaniment

Reading support

- ❖ Vocabulary explained at the start of each lesson.
- ❖ My turn, your turn.

Key People and Music listened to

David Machell, with an excerpt of In the mood by Joe Garland and Andy Razaf Hey, Mr Miller:
The Glenn Miller Orchestra: In the mood and Chattanooga choo choo
Ella Fitzgerald & Duke Ellington: It don't mean a thing (if it ain't got that swing)
Ella Fitzgerald and Count Basie: St Louis blues.
Billie Holliday and Count Basie: God bless the child
Sikhumbuzo Tshona: Throw, catch

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<p>pitching, and appropriate style.</p> <ul style="list-style-type: none"> ❖ Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) to develop greater listening skills, balance between parts, and vocal independence. ❖ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. ❖ Listen to recorded performances. ❖ Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. ❖ Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline. ❖ 	<p>British Values - Music lessons provide an opportunity for children to express themselves freely, forming their own opinions about the music they listen to. In music lessons, children may vote to demonstrate how they feel about a particular piece of music.</p> <p>Democracy - Music lessons provide an opportunity for children to express themselves freely, forming their own opinions about the music they listen to. In music lessons, children may vote to demonstrate how they feel about a particular piece of music.</p> <p>The rule of law - Children learn that it is important to follow the 'conductor's' directions when we are performing together.</p> <p>Individual liberty - Children can choose to take part in Choir club. Children are taught about self-discipline and that to be successful, you must have a mindset that anything can be achieved.</p> <p>Mutual respect - Children enjoy listening to and performing music from different faiths and culture around the world. Children learn how music is used in other cultures and faiths.</p>	<p>Christian Value : Respect. Children understand about different genres of music linked to history and the beliefs of other,</p> <p>Spirituality: 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.</p> <p>Cultural Capital: 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. Arrange trips to local musical performances to introduce children to different musical genres.</p>
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Cross Curricular Opportunity

Maths: Links to length of notes and beats in a bar.

History: Opportunities to learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America.

PSHE: Peer discussion, collaboration sharing instruments and composing together.

Impact/Assessment

- 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.