

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 2: CARNIVAL OF THE ANIMALS AND MUSICAL CONVERSATIONS.

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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 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 Carnival of the Animals:</u> Timbre, tempo, dynamics, pitch, classical music.</p> <p><u>Musical Focus Musical Conversations:</u> Question-and-answer, timbre, graphic score.</p> <p><u>Listen and Appraise:</u></p> <ul style="list-style-type: none"> ❖ Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. ❖ Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. ❖ Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. ❖ Recognise how graphic symbols can represent sound. 	<p><u>Vocabulary</u></p> <p><u>Vocabulary</u></p> <p><u>Timbre:</u> strings, piano, glockenspiel, piano, clarinet percussion instruments etc.</p> <p><u>Pitch:</u> high and low.</p> <p><u>Rhythm:</u> long/short notes.</p> <p><u>Tempo:</u> Fast slow.</p> <p><u>Articulation:</u> sliding (glissando), smooth (legato), staccato etc.</p> <p><u>Character:</u> flowing, wavy, smooth, brittle, jerky etc.</p> <p><u>Structure:</u> question-and-answer</p> <p><u>Phonics / polysyllabic words</u></p> <p>Clarinet, legato</p>
<p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ 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. ❖ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). ❖ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ❖ Respond independently to pitch 	<p><u>Sing and play:</u></p> <ul style="list-style-type: none"> ❖ Create, interpret, and perform simple graphic scores. <p><u>Improvise and Compose:</u></p> <ul style="list-style-type: none"> ❖ Select instruments and compose music to reflect 	<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>Camille Saint-Saëns : Aquarium performed by the Kanneh-Mason famil</p> <p>Camille Saint-Saëns: Danse macabre performed by the Netherlands Symphony Orchestra.</p> <p>Camille Saint-Saëns: Carnival of the Animals.</p> <p>Arthur Smith: Duelling banjos performed by Eric Dunbar and Stephen Baime.</p>

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<p>changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <ul style="list-style-type: none"> ❖ Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or train journey. Combine to make a story using classroom instruments or sound-makers. ❖ Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. ❖ Recognise how graphic notation can represent created sounds. Explore and invent own symbols. ❖ Explore percussion sounds to explore storytelling. ❖ Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum. 	<p>an animal's character.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p>	
	<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. 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.

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

PE: Using bodies to follow beats by walking, skipping and striding.

Using bodies to create rhythms of body percussion.

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.