

DOWN AMPNEY PRIMARY SCHOOL
MUSIC UKS2 TERM 2: SHADOWS AND COMPOSING FOR PROTEST

National Curriculum Objectives

- ❖ Listen with attention to detail and recall sounds with increasing aural memory.
- ❖ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ❖ 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.
- ❖ Use and understand staff and other musical notations.
- ❖ Develop an understanding of the history of music.

Model Music Curriculum

- ❖ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.

What I should know by the end of the unit.

Musical learning

Musical Focus for Shadows: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).

Musical Focus for Composing for Protest: Create music inspired by Ethel Smyth and a picture of the suffragettes, compose using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.

Listen and Appraise.

- ❖ Explore the influences on an artist by comparing pieces of music from different genres.
- ❖ Identify features of timbre, instrumentation, and expression in an extract of recorded music.
- ❖ Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
- ❖ Create a shadow movement piece in response to music.

Sing and Play.

- ❖ Sing and accompany compositions for protest.

Improvise and Compose.

- ❖ Create song lyrics.

Vocabulary

Timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins.

Pulse: a steady beat (like a ticking clock).

Tempo: the speed of a piece of music.

Structure: ostinato (a repeating pattern), coda (a fancy ending).

Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical. protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).

Phonics / polysyllabic words

- ❖ Distortion, ostinato

Reading support

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

Key People and Music listened to

Dia Frampton, Lindsey Stirling, and Si-Las – Shatter me.

Lindsey Stirling and Marko G - Shadows.

Traditional – Fire on the Mountain.

Billie Joe Armstrong, Mike Dirnt, and Tre Cool - Boulevard of Broken Dreams.

Ethel Smyth – March of the Women.

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- ❖ Listen to recorded performances.
- ❖ Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D,E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- ❖ Enhanced improvised/composed melodies with rhythmic or chordal accompaniment.
- ❖ 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 bass line.
- ❖ Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.
- ❖ Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/do-do).

- ❖ Fit lyrics to a pulse, creating a chant.
- ❖ Write a melody and sing it.
- ❖ Structure ideas into a complete song.

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.

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.

The rule of law - Children learn that it is important to follow the 'conductor's' directions when we are performing together.

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.

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.

Christian Value : Respect.

Children understand about different genres of music linked to history and the beliefs of other,

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.

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.

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Cross Curricular Opportunity

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

History: Opportunities to learn about the rise of the suffragette movement and protest songs.

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.