

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 3: GRANDMA RAP

National Curriculum Objectives

- ❖ 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.

Model Music Curriculum

- ❖ 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.
- ❖ Listen to recoded performances.
- ❖ Use music technology to capture, change, and combine sounds.
- ❖ Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- ❖ Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- ❖ Walk in time to the beat of a piece of music or song. Know the difference

What I should know by the end of the unit.

Musical learning

Musical Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.

Listen and Appraise.

- ❖ _Show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers).

Sing and Play.

- ❖ Chant Grandma rap rhythmically, and perform to an accompaniment children create.
- ❖ Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation.
- ❖ Learn a clapping game to Hi lo chicka lo that shows the rhythm.

Improvise and Compose.

- ❖ Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.

Vocabulary

Duration: beat, duration actions ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest), rhythm.

Pitch: pitch shape.

Structure: 4-beat rhythm.

Tempo: steady beat.

Texture: round.

Phonics / polysyllabic words

- ❖ Crotchet, Quaver

Reading support

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

Key People and Music listened to.

Traditional- Grandma Rap

Richard M. Sherman and Robert B. Sherman- Supercalifragilisticexpialidocious performed by Julie Andrews and Dick Van Dyke.

Martin Molin – Marble Machine

Traditional - Hi, Lo Chikalo

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<p>between left and right to support coordination and shared movement with others.</p> <ul style="list-style-type: none"> ❖ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. ❖ Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests. ❖ 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>British Values</p> <p>Democracy - 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>The rule of law - 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>Individual liberty - Children can make choices about different percussion instruments they would like to play and different roles in performance.</p> <p>Mutual respect - Children can sing songs and listen to music from different countries and cultures.</p>	<p>Christian Value: Respect Children show respect for the music of other cultures and traditions.</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 and the natural world.</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.

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.