

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 4: SWING ALONG WITH SHOSTAKOVICH, AND CHARLIE CHAPLIN

National Curriculum Objectives

- ❖ Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- ❖ 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.
- ❖ 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.
- ❖ 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

What I should know by the end of the unit.

Musical learning

Musical Focus for Swing along with Shostakovich: 2- and 3-time, beat, beat groupings, 20th century classical music.

Musical Focus for Charlie Chaplin: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).

Listen and Appraise.

- ❖ Listen actively and mark the beat by tapping, clapping, and swinging to the music.
- ❖ Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').
- ❖ Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
- ❖ Move freely and creatively to music using a prop.

Sing and Play.

- ❖ Understand and use notes of different duration.
- ❖ Understand and use dynamics.

Improvise and Compose.

- ❖ Create action patterns in 2- and 3-time.

Vocabulary

Tempo: beat – a continuous steady pulse that occurs in music.

Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s).

Rhythm: is made up of patterns of different length notes.

Duration: the length of a note, described as short and long.

Pitch: notes are described as being 'high' or 'low' pitched.

Dynamics: the volume of a piece, *piano* (*p*, soft), *forte* (*f*, loud).

Other: compose, soundtrack, Silent film.

Phonics / polysyllabic words

- ❖ Dynamics, soundtrack

Reading support

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

Key People and Music listened to.

Dmitri Shostakovich - Jazz suite No. 1 – 2. 'Polka'

Dmitri Shostakovich - Jazz suite No. 2 – 6. 'Waltz II'

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music or song. Know the difference between left and right to support coordination and shared movement with others.

- ❖ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- ❖ Identify the beat groupings in familiar music that they sing regularly and listen to.
- ❖ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- ❖ Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.
- ❖ Create and perform their own chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.

- ❖ Compose a soundtrack to a clip of a silent film.

British Values

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.

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.

Individual liberty - Children can make choices about different percussion instruments they would like to play and different roles in performance.

Mutual respect - Children can sing songs and listen to music from different countries and cultures.

Christian Value: Respect

Children show respect for the music of other cultures and traditions.

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.

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.

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.