

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 5: THE ROCKPOOL ROCK

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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. 	<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:</u> 2-part singing, rock ‘n’ roll, structure, timbre.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Listen actively and learn about rock ‘n’ roll music. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Learn an interlocking spoken part. ❖ Sing a rock ‘n’ roll-style song confidently. ❖ Play an introduction on tuned percussion 	<p><u>Vocabulary</u></p> <p>Pitch: melody, notes (C, D, F, G).</p> <p>Structure: introduction, verse, chorus, 12-bar blues.</p> <p>Timbre: tuned percussion, electric guitar, double bass, piano, accordion, lap steel, voices, saxophone.</p> <p>Other: rock ‘n’ roll.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Melody, saxophone.
<p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ 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. 	<p><u>Improvise and Compose.</u></p>	<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>Dorothy LaBostrie and Richard Pennimen - Tutti frutti</p> <p>Chuck Berry - Johnny B. Goode</p> <p>Jerry Leiber and Mike Stoller - Hound dog</p> <p>Jimmy De Knight (James E. Myers) and Max C Freedman -Rock around the clock</p>

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	<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>
<p><u>Cross Curricular Opportunity</u></p> <p>Maths: Links to length of notes and beats in a bar.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p> <p>PE: Using bodies to follow beats by walking, skipping and striding.</p> <p>Using bodies to create rhythms of body percussion.</p>	<p><u>Impact/Assessment</u></p> <ul style="list-style-type: none"> • 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. 	

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	<ul style="list-style-type: none">• 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.	
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