

DOWN AMPNEY PRIMARY SCHOOL  
MUSIC UKS2 TERM 5: RACE AND EXPLORING IDENTITY THROUGH SONG

<p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>❖ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>❖ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>❖ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</li> <li>❖ Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>❖ Use and understand staff and other musical notations.</li> <li>❖ Develop an understanding of the history of music.</li> </ul> <p><b><u>Model Music Curriculum</u></b></p> <ul style="list-style-type: none"> <li>❖ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</li> </ul>	<p style="text-align: center;"><b><u>What I should know by the end of the unit.</u></b></p> <p style="text-align: center;"><b><u>Musical learning</u></b></p> <p><b><u>Musical Focus for Race:</u></b> Create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p><b><u>Musical Focus for Exploring Identity through Song:</u></b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p><b><u>Listen and Appraise.</u></b></p> <ul style="list-style-type: none"> <li>❖ Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</li> <li>❖ Understand different ways that rhymes work in songs.</li> <li>❖ Identify different elements of a song’s structure.</li> <li>❖ Understand the concept of identity and how you can express that in songs.</li> </ul> <p><b><u>Sing and Play.</u></b></p> <ul style="list-style-type: none"> <li>❖ Sing expressively to convey mood or emotion.</li> </ul> <p><b><u>Improvise and Compose.</u></b></p> <ul style="list-style-type: none"> <li>❖ Create an accompaniment.</li> <li>❖ Create an extended melody with four distinct phrases.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>Duration:</b> steady beat (like a ticking clock), rhythm.  <b>Pitch:</b> motif, harmony (two or more notes sounded at the same time ).  <b>Structure:</b> ostinato (a repeating pattern).  Intro (introduction), verse, chorus, outro, instrumental, backing vocals.  <b>Texture:</b> melody (or tune), accompaniment: the musical part which provides support for the melody.  <b>Style:</b> Pop, R&amp;B, Hip hop.  <b>Timbre:</b> high voices (high register), low voices (low register).  <b>Other:</b> internal rhyme, voice change, anthem.</p> <p>Phonics / polysyllabic words</p> <ul style="list-style-type: none"> <li>❖ Anthem, rhythm</li> </ul> <p><b><u>Reading support</u></b></p> <ul style="list-style-type: none"> <li>❖ Vocabulary explained at the start of each lesson.</li> <li>❖ My turn, your turn.</li> </ul> <p><b><u>Key People and Music listened to</u></b>  <b>Vangelis</b> – Theme from Chariots of Fire.  <b>Traditional</b> - Down by the Salley Gardens.  <b>Maurice White, Verdine White, and Eddie del Barrio</b> – Fantasy.  <b>Vladimir Pasuikov and Yuri Wichniakov</b> – Examples of low voices.  <b>John Lennon and Paul McCartney</b> – Hey Jude  <b>Eric B. &amp; Rakim</b> – My Melody.</p>
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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.
- ❖ Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
- ❖ Further develop the skills to read and perform pitch notation within an octave (e.g. C-C'/do-do).
- ❖ Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- ❖ Read and play from notation a four-bar phrase, confidently identifying note names and durations.
- ❖ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.

- ❖ Experiment with harmony.
- ❖ Structure ideas into a full soundtrack.

**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.

**Danny L. Harle, Jonny Latimer, and Rina Sawayama**  
– Chosen Family.

**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.

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

Understanding how music can be used to explore identity.

**PE and history:** Music linked to chariots of fire.

**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.