

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 3: LATIN DANCE

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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. ❖ Listen with attention to detail and recall sounds with increasing aural memory. ❖ Use and understand staff and other musical notations. ❖ Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians. ❖ Develop an understanding of the history of music and musicians. <p><u>Model Music Curriculum</u></p>	<p><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus:</u> Salsa, beat, clave rhythm, timbre, chords, rhythms pattern, progression snapshot 2.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. ❖ Play a one-note part contributing to the chords accompanying the verses. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Compose a 4-beat rhythm pattern to play during instrumental sections. ❖ Working in small groups, sing a call-and-response song with an invented drone accompaniment. 	<p><u>Vocabulary</u></p> <p><u>Duration:</u> beat, syncopation, 4 beats in a bar, rhythm pattern.</p> <p><u>Pitch:</u> melody, chords.</p> <p><u>Structure:</u> song (verse, chorus, instrumental), call-and-response.</p> <p><u>Timbre:</u> piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos.</p> <p><u>Texture:</u> accompaniment.</p> <p><u>Style:</u> Latin, salsa.</p> <p><u>Other:</u> Latin America.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Accompaniment, instrumental. <p><u>Reading support</u></p> <ul style="list-style-type: none"> ❖ Vocabulary explained at the start of each lesson. ❖ My turn, your turn.
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<ul style="list-style-type: none"> ❖ Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft). ❖ 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. ❖ Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. 	<p><u>British Values</u></p> <p><u>Democracy</u> - 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.</p> <p><u>The rule of law</u> - Children learn that it is important to follow the 'conductor's' directions when we are performing together.</p> <p><u>Individual liberty</u> - Children can choose to take part in different musical clubs. Children are taught about self-</p>	<p><u>Key People and Music listened to.</u> Latin dance Dan Almond, Paul James, and Shelly Ambury El Manisero (The Peanut Vendor) Version by Don Apiazu & the Havana Casino Orchestra Despacito (salsa) performed by Aston Merrygold and Janette Manrara on Strictly Come Dancing Chan, chan version by Compay Segundo Quimbara version by Celia Cruz & Tito Puente Tongo Traditional</p> <p><u>Christian Values</u></p> <p>Respect: Children show respect for the music of other cultures and traditions. Courage: To perform in front of others. Trust: To be able to trust others when working as a team.</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.</p> <p>Cultural Capital: Watch music videos and listen to musical performances to increase access to types</p>
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:	<p>discipline and that to be successful, you must have a mindset that anything can be achieved</p> <p><u>Mutual respect</u> - 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.</p>	<p>of music that they might not be exposed to in their everyday lives.</p> <p>Invite other musicians and performers into school to share their skills and encourage love of music.</p> <p>Arrange trips to local musical performances to introduce children to different musical genres.</p>
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<p>Cross Curricular Opportunity PE: Performing salsa dance moves.</p> <p>Geography: Links to Latin America and the origins of Salsa dance.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p>	<p>Impact/Assessment</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. • Identify areas of particular strength which might benefit from being developed. • No grades to be applied, no individual music books. • Snap shot 3 times a year to show progression of skills. • Collect videos of both journey where appropriate, 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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