

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 4: WHO STOLE MY CHICKENS AND MY HENS?

<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. ❖ Play tuned and untuned instruments musically ❖ Listen with concentration and understanding to a range of high-quality live and recorded music. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing songs with a very small range, mi, so, then slightly wider. Include pentatonic songs. ❖ Listen to recorded performances. ❖ Understand the difference between creating a rhythm pattern and a pitch pattern. ❖ Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. ❖ Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ❖ Use body percussion and classroom percussion, playing repeated 	<p><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus:</u> 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skippy' rhythm), clapping games.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Sing familiar songs in low and high voices, recognising higher and lower. ❖ Play a partner clapping game while singing a song. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Compose new lyrics and create short body percussion patterns to accompany the song. 	<p><u>Vocabulary</u></p> <p>Duration: 4-beat rhythm pattern, dotted quaver-semiquaver rhythm ('skippy' rhythm), rests, repeating pattern.</p> <p>Pitch: Higher, lower.</p> <p>Tempo: steady beat, getting faster.</p> <p>Timbre: body percussion sounds, whispering, sad voice etc.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Repeating, whispering. <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>Who stole my chickens and my hens?: Traditional If you're happy and you know it: Traditional I do like to be beside the seaside: John Glover-Kind. The Pink Panther theme: Henry Mancini. 'Barwick Green' from My native heath: Arthur Wood. Performed by the Sidney Torch Orchestra. (The theme tune from The Archers)</p>
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<p>patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <ul style="list-style-type: none"> ❖ Respond to the pulse in recorded/live music through movement and dance. ❖ Perform short copycat rhythm patterns accurately, led by the teacher. 		<p>Humoresque (Op. 101): Antonín Dvořák. Performed by Yo Yo Ma and Itzhak Perlman, conducted by Seiji Ozawa.</p>
	<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 Values:</u></p> <p>Respect: Children show respect for the music of other cultures and traditions.</p> <p>Courage: To perform in front of others.</p> <p>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 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.</p>

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<p><u>Cross Curricular Opportunity</u></p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p> <p>PE: Moving in time to 'skipty' music and performing clapping games,</p> <p>Maths: counting accurately including rests.</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 assessments 3 times a year to show development of skills. • Collect videos of 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. 	<p>Arrange trips to local musical performances to introduce children to different musical genres.</p>
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