

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 4: MARCH FROM THE NUTCRACKER AND FROM A RAILWAY CARRIAGE

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Listen with attention to detail and recall sounds with increasing aural memory. ❖ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ❖ Develop an understanding of the history of music. ❖ 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. ❖ Use and understand staff and other musical notations. <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 for March from the Nutcracker:</u> Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p><u>Musical Focus for From a Railway Carriage:</u> Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, Classical music.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Develop active listening skills by responding to musical themes through movement. ❖ Understand the structure of rondo form (A-B-A-C-A). ❖ Develop a sense of beat and rhythmic pattern through movement. ❖ Experience call-and-response patterns through moving with a partner. ❖ Listen and compare how different composers have approached creating word-based compositions. <p><u>Sing and Play.</u></p> <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Explore ways to create word-based pieces of music. 	<p><u>Vocabulary</u></p> <p>Duration: steady beat, repetition, rhythm.</p> <p>Pitch: higher, lower.</p> <p>Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer. Pattern, fugue, round.</p> <p>Timbre: staccato (short, detached notes to create a 'spiky' sound/articulation). Exploring sounds for intended effect, using words and voices musically.</p> <p>Texture: unison, layers, combining sounds.</p> <p>Other: orchestral suite, ballet. collaboration, rap, music NOT sound effects.</p> <p>Phonics / polysyllabic words</p> <ul style="list-style-type: none"> ❖ Articulation, collaboration. <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"> ❖ Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ❖ 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. ❖ Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range. ❖ Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources. 	<ul style="list-style-type: none"> ❖ Explore ways to communicate atmosphere and effect. 	<p><u>Key People and Music listened to:</u></p> <p>'March' from The Nutcracker: Pyotr Ilyich Tchaikovsky. Performed by the Royal Philharmonic Orchestra, conducted by Don Jackson.</p> <p>As I was walking down the street: Traditional North-American.</p> <p>Feet, feet: Words and Music Anonymous .</p> <p>Night mail: Benjamin Britten).</p> <p>Geographical fugue: Ernst Toch.</p> <p>Smooth: Instrumental version by Carlos Santana.</p> <p>No place like: Kerry Andrew</p>
	<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 Choir club. Children are taught about self-discipline and</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</p> <p>Within music there are many moments where children can pause and consider the wow of their work, the work of others.</p>

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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.

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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<p>Cross Curricular Opportunity</p> <p>Maths: Links to length of notes and beats in a bar.</p> <p>P.E: Moving in time to music and exploring beat through rhythm.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p> <p>English: Using words as a basis for creating music.</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 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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