

DOWN AMPNEY PRIMARY SCHOOL  
MUSIC UKS2 TERM 4: BUILDING A GROOVE AND ÉPOCA

<p><u><b>National Curriculum Objectives</b></u></p> <ul style="list-style-type: none"> <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>❖ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>❖ Use and understand staff and other musical notations.</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>❖ Develop an understanding of the history of music.</li> </ul> <p><u><b>Model Music Curriculum</b></u></p> <ul style="list-style-type: none"> <li>❖ Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing,</li> </ul>	<p><u><b>What I should know by the end of the unit.</b></u> <u><b>Musical learning</b></u></p> <p><u><b>Musical Focus for Building a Groove:</b></u> Beat, rhythm, basslines, riffs.</p> <p><u><b>Musical Focus for Época:</b></u> Texture, articulation, rhythm, tango.</p> <p><u><b>Listen and Appraise.</b></u></p> <ul style="list-style-type: none"> <li>❖ Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> <li>❖ Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>❖ Demonstrate an understanding of the history of Argentine tango.</li> </ul> <p><u><b>Sing and Play.</b></u></p> <ul style="list-style-type: none"> <li>❖ perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</li> </ul> <p><u><b>Improvise and Compose.</b></u></p> <ul style="list-style-type: none"> <li>❖ Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove.</li> </ul>	<p><u><b>Vocabulary</b></u></p> <p><b>Duration:</b> Beat.</p> <p><b>Pitch:</b> pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass). semitone (a half step distance between two pitch levels), bass.</p> <p><b>Rhythm:</b> backbeat (typically falls on beats 2 and 4, and often played by the snare drum).</p> <p><b>Structure:</b> riff (a repeated musical pattern that forms the basis of a song). Ostinato.</p> <p><b>Texture:</b> the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc.</p> <p><b>Timbre:</b> legato (smooth), staccato (detached). cello, accordion, singer, drum kit, staccato (short, detached notes to create a ‘spiky’ sound/articulation), legato (smooth articulation of notes, creating a seamless flow in the music).</p> <p><b>Style:</b> tango, neotango, electronic music, fusion.</p>
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<p>accurate pitching, and appropriate style.</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> <li>❖ Listen to recorded performances.</li> <li>❖ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.</li> <li>❖ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</li> <li>❖ Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> </ul>	<p><b>Other:</b> head (the main melody of a song, specifically used in jazz/groove music).</p> <hr/> <p><u>Reading support</u></p> <ul style="list-style-type: none"> <li>❖ Vocabulary explained at the start of each lesson.</li> <li>❖ My turn, your turn.</li> </ul> <hr/> <p><u>Key People and Music listened to.</u>  <b>Watermelon Man:</b> Herbie Hancock.  <b>Cissy strut:</b> The Meters.  <b>Le freak:</b> version by Chic.  <b>Época:</b> Christoph H. Müller, Eduardo Makaroff, and Phillippe Cohen Solal.  <b>Libertango:</b> Astor Piazzolla</p> <hr/> <p><u>Christian Values</u></p>
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	<p><b><u>British Values</u></b></p> <p><b><u>Democracy</u></b> - 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><b><u>The rule of law</u></b> - Children learn that it is important to follow the 'conductor's' directions when we are performing together.</p> <p><b><u>Individual liberty</u></b> - Children can choose to take part in different musical clubs. Children are taught about self-discipline and that to be successful, you must have a mindset that anything can be achieved</p> <p><b><u>Mutual respect</u></b> - 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><b>Respect:</b> Children show respect for the music of other cultures and traditions.</p> <p><b>Courage:</b> To perform in front of others.</p> <p><b>Trust:</b> To be able to trust others when working as a team.</p> <p><b><u>Spirituality:</u></b> 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><b>Cultural Capital:</b> 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>
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<p><b>Cross Curricular Opportunity</b>  <b>History:</b> Links to the theme of a watermelon man in 1940s Chicago.</p> <p><b>PSHE:</b> Peer discussion, collaboration sharing instruments and composing together.</p> <p><b>PE:</b> Use movement to explore articulation and rhythm.</p>	<p><b>Impact/Assessment</b></p> <ul style="list-style-type: none"> <li>• Monitored by recorded performances and snapshots, one to one or small group conversation, whole class discussion, final outcome.</li> <li>• Identify any personal challenges preventing meeting MMC statements</li> <li>• Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</li> <li>• Identify areas of particular strength which might benefit from being developed.</li> <li>• No grades to be applied, no individual music books.</li> <li>• Snap shot 3 times a year to show progression of skills.</li> <li>• Collect videos of both journey where appropriate, and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes.</li> <li>• One school floor book to record termly objectives covered, skills explored and pupil voice.</li> </ul>	
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