

DOWN AMPNEY PRIMARY SCHOOL  
MUSIC KS1 TERM 5: DANCING AND DRAWING TO NAUTILUS AND CAT AND MOUSE

<p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>❖ Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>❖ Use voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>❖ Play tuned and untuned instruments musically.</li> <li>❖ Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b><u>Model Music Curriculum</u></b></p> <ul style="list-style-type: none"> <li>❖ Develop 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>❖ Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>❖ Respond to the pulse in recorded/live music through movement and dance.</li> </ul>	<p><b><u>What I should know by the end of the unit.</u></b> <b><u>Musical learning</u></b></p> <p><b><u>Musical Focus Dancing and drawing to Nautilus:</u></b> Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p><b><u>Musical Focus Cat and Mouse:</u></b> Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p><b><u>Listen and Appraise.</u></b></p> <ul style="list-style-type: none"> <li>❖ Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>❖ Develop awareness of duration and the ability to move slowly to music.</li> <li>❖ Create art work, drawing freely and imaginatively in response to a piece of music.</li> <li>❖ Listen to and copy rhythm patterns.</li> </ul> <p><b><u>Sing and Play.</u></b></p> <ul style="list-style-type: none"> <li>❖ Perform actions to music, reinforcing a sense of beat.</li> <li>❖ Sing and chant songs and rhymes expressively.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>Pitch:</b> the highness or lowness of a note. High and low sounds and the notes in a tune.</p> <p><b>Tempo:</b> beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart.</p> <p><b>Duration:</b> the length of a sound, often counted in beats. For instance, a 4-beat note should be counted ‘1,2,3,4’. Rhythm, beat.</p> <p><b>Dynamics:</b> loud and quiet, gradual, and sudden changes.</p> <p><b>Timbre:</b> the quality of a vocal or instrument sound.</p> <p><b>Other:</b> Improvising – experimenting within a structure.</p> <p><b><u>Phonics / polysyllabic words</u></b></p> <ul style="list-style-type: none"> <li>❖ Improvising, instrument.</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>
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<ul style="list-style-type: none"> <li>❖ Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.</li> <li>❖ Sing simple chants and rhymes from memory, singing collectively at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>❖ Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.</li> <li>❖ Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>❖ Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> <li>❖ Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.</li> <li>❖ Perform short repeating rhythm patterns while keeping in time with a steady beat.</li> <li>❖ Perform word-pattern chants; create, retain, and perform their own rhythm patterns.</li> <li>❖ Explore percussion sounds to explore storytelling.</li> </ul>	<p><b><u>Improvise and Compose.</u></b></p> <ul style="list-style-type: none"> <li>❖ Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation.</li> <li>❖ Attempt to record compositions with stick and other notations.</li> </ul>	<p><b><u>Key People and Music listened to</u></b></p> <p><b>Nautilus:</b> Anna Meredith.  <b>Three little mice:</b> Steve Grocott.  <b>What do you want to eat little mouse?:</b> : Steve Grocott.  <b>The old grey cat:</b> Steve Grocott.  <b>Duetto buffo di due gatti (Cat duet)</b> :attributed to Gioachino Rossini.  <b>The cat and the mouse:</b> Aaron Copland.</p>
	<p><b><u>British Values</u></b></p> <p><b><u>Democracy</u></b> - 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><b><u>The rule of law</u></b> - 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><b><u>Individual liberty</u></b> - Children can make choices about different percussion instruments they would like to play and different roles in performance.</p>	<p><b><u>Christian Values:</u></b></p> <p><b>Respect:</b> Children show respect for the music of other cultures and traditions.  <b>Courage:</b> To perform in front of others.  <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 and the natural world.</p> <p><b><u>Cultural Capital:</u></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.</p>

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	<p><u>Mutual respect</u> - Children can sing songs and listen to music from different countries and cultures.</p>	<p>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>
<p><u>Cross Curricular Opportunity</u></p> <p><b>PE:</b> Moving in time to a musical stimulus and matching movement to musical gestures.</p> <p><b>PSHE:</b> Collaboration using instruments to compose together.</p> <p><b>Art:</b> Using music to inspire drawing.</p>	<p><u>Impact/Assessment</u></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> </ul>	

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	<ul style="list-style-type: none"><li>• Snap shot assessments 3 times a year to show development of skills.</li><li>• Collect videos of 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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