

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 5: JUST THREE NOTES AND SAMBA WITH SÉRGIO

<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> <ul style="list-style-type: none"> ❖ Develop a knowledge and understanding of the stories, origins, 	<p><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus for Just Three Notes:</u> Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p><u>Musical Focus for Samba with Sérgio:</u> Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Recognise and copy rhythms and pitches C-D-E. ❖ Move in time with the beat of the music. ❖ Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival). <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. 	<p><u>Vocabulary</u></p> <p>Duration: the length of a note. Beat, Rhythm.</p> <p>Rhythm: an arrangement of notes of different durations.</p> <p>Pitch: how high or low a note sounds.</p> <p>Structure: ostinato – a repeating pattern. Call and response.</p> <p>Timbre: repinique (a high pitched Brazilian drum), drums, percussion.</p> <p>Other: score – a visual representation of music, minimalism – a genre of music made up from simple ostinatos that repeat a lot with little change over time. samba, carnival, ‘fanfarra’ (fanfare), Escolas de samba (Samba schools).</p> <p>Phonics / polysyllabic words</p> <ul style="list-style-type: none"> ❖ Percussion, ostinato. <p><u>Reading support</u></p> <ul style="list-style-type: none"> ❖ Vocabulary explained at the start of each lesson.
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<p>traditions, history, and social context of music they are listening to, singing, and playing.</p> <ul style="list-style-type: none"> ❖ Listen to recorded performances. ❖ Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). ❖ Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder. ❖ Perform actions confidently and in time to a range of action songs. ❖ Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 	<ul style="list-style-type: none"> ❖ Perform vocal percussion as part of a group. 	<ul style="list-style-type: none"> ❖ My turn, your turn.
	<p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Invent simple patterns using rhythms and notes C-D-E. ❖ Compose music, structuring short ideas into a bigger piece. ❖ Notate, read, follow, and create a 'score'. 	<p><u>Key People and Music listened to:</u> Musica ricercata: György Ligeti Drumming part IV: Steve Reic Fanfarra: Cabua-le-le, (Carlinhos Brown) Magalenha: Sérgio Mendes</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 that to be successful, you must have a mindset that anything can be achieved</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 of music that they might not be exposed to in their everyday lives.</p>

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:	<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>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>Cross Curricular Opportunity</p> <p>Maths: Links to length of notes and beats in a bar for following a score.</p> <p>P.E: Moving in time to music and exploring length notation.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p> <p>Geography: Links to Brazil and traditional carnival.</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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