

DOWN AMPNEY PRIMARY SCHOOL
MUSIC UKS2 TERM 5: BALOO BALEERIE

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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. ❖ Listen with attention to detail and recall sounds with increasing aural memory. ❖ Use and understand staff and other musical notations. ❖ 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. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and 	<p><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus:</u> Lullaby, 3/4 time, pentatonic scale, question-and-answer, accompaniment.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Show an understanding of why people sing lullabies to babies. ❖ Understand the differences between 3/4 and 4/4 time signatures. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Sing a lullaby accurately and with expression. ❖ Play an accompaniment using tuned percussion <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing. 	<p><u>Vocabulary</u></p> <p>Duration: 3/4 time, three beats per bar, 4/4 time, four beats per bar.</p> <p>Dynamics: piano (quiet), pianissimo (very quiet).</p> <p>Pitch: pentatonic scale (F, G, A, C, D), melody, drone.</p> <p>Structure: question-and-answer phrasing.</p> <p>Timbre: tuned percussion.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Pentatonic, pianissimo <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>Baloo baleerie :Traditional, arranged by Richard Frostick.</p> <p>Dream Angus: Traditional, version by Jackie Oates.</p> <p>Felton Ionnin: Traditional, version by Rachel Unthank & The Winterset.</p> <p>Dekadi :Trio Da Kali.</p>
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<p>performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.</p> <ul style="list-style-type: none"> ❖ Sing three-part rounds, partner songs, and songs with a verse and a chorus. ❖ 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. ❖ Compose melodies made from pairs of phrases in either C major or A minor, or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. ❖ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. ❖ Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs. ❖ Perform a range of repertoire pieces and arrangements combining 	<p></p> <p>British Values - 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>Democracy - 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>The rule of law - Children learn that it is important to follow the 'conductor's' directions when we are performing together.</p> <p>Individual liberty - Children can choose to take part in different musical clubs. Children are taught about self-</p>	<p>Galilean lullaby: Traditional, version by Reem Kelani.</p> <p>Cântec de leagăn: Traditional, version by Oana Cătălina Chițu.</p> <p>'Piano lullaby for my baby' – Lullaby: (Johannes Brahms, version by David Motola.</p> <p>Christian Values</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>Spirituality: 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. Invite other musicians and performers into school to share their skills and encourage love of music.</p>
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<p>acoustic instruments to form mixed ensembles, including a school orchestra.</p> <ul style="list-style-type: none"> ❖ Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. ❖ Understand the differences between 2/4, 3/4, and 4/4 time signatures. 	<p>discipline and that to be successful, you must have a mindset that anything can be achieved.</p> <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>Arrange trips to local musical performances to introduce children to different musical genres.</p>
<p><u>Cross Curricular Opportunity</u></p> <p>Geography: Images of the Scottish Highlands and Maps of Palestine.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p>	<p><u>Impact/Assessment</u></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. 	

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	<ul style="list-style-type: none">• Snap shot videos 3 times a year to show progression of skills.• Collect videos of both journey 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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