

DOWN AMPNEY PRIMARY SCHOOL  
MUSIC KS1 TERM 6: COME DANCE WITH ME.

<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>❖ Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.</li> <li>❖ Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> <li>❖ Listen to recorded performances.</li> <li>❖ Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>❖ Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</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:</u></b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p><b><u>Listen and Appraise.</u></b></p> <ul style="list-style-type: none"> <li>❖ Copy call-and-response patterns with voices and instruments.</li> </ul> <p><b><u>Sing and Play.</u></b></p> <ul style="list-style-type: none"> <li>❖ Sing either part of a call-and-response song.</li> <li>❖ Play the response sections on tuned percussion using the correct beater hold.</li> <li>❖ Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> </ul> <p><b><u>Improvise and Compose.</u></b></p> <ul style="list-style-type: none"> <li>❖ Create musical phrases from new word rhythms that children invent.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>Duration:</b> beat, rhythm.</p> <p><b>Pitch:</b> stepping notes A-G-F, tuned and untuned percussion.</p> <p><b>Structure:</b> call-and-response, verse, chorus.</p> <p><b>Texture:</b> solo.</p> <p><b><u>Phonics / polysyllabic words</u></b></p> <ul style="list-style-type: none"> <li>❖ Texture, chorus</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> <p><b><u>Key People and Music listened to</u></b></p> <p><b>Come dance with me:</b> Sharon Durant <b>Rain is falling down:</b> Traditional</p> <p><b><u>Christian Values:</u></b> <b>Respect:</b> Children show respect for the music of other cultures and traditions. <b>Courage:</b> To perform in front of others.</p>
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<ul style="list-style-type: none"> <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 copycat rhythm patterns accurately, led by the teacher.</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> </ul>	<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>Mutual respect</u></b> - Children can sing songs and listen to music from different countries and cultures.</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 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. 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><u>Cross Curricular Opportunity</u></p> <p><b>PE:</b> Moving in time to a music and copying actions.</p> <p><b>PSHE:</b> Collaboration using instruments to compose together.</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 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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