

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 6: FLYING WITH THE STARS.

<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. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft). ❖ Perform actions confidently and in time to a range of action songs. ❖ Combine know rhythmic notation with letter names to create rising 	<p><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus:</u> Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Recognise a song's structure and changing chords. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. ❖ Sing solo or in a pair in call-and-response style. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song. 	<p><u>Vocabulary</u></p> <p>Duration: beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh'), 4/4, bar (4 beats), rhythm.</p> <p>Pitch: chords (A minor/Am, C major/C), drone.</p> <p>Structure: intro, verse, chorus, call-and-response, chord pattern.</p> <p>Timbre: drums, shakers, tuned percussion.</p> <p>Phonics / polysyllabic words Pattern, crotchet</p> <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>Fly with the stars: Dan Almond, Paul James, and Shelly Ambury Tongo: Traditional This is what it sounds like: Rosie Adediran. Supercalifragilisticexpialidocious: Richard M. Sherman and Robert B. Sherman</p>
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<p>and falling phrases using just three notes (do, re, and mi).</p> <ul style="list-style-type: none"> ❖ Develop facility in playing tuned percussion or a melodic instrument such as a violin and recorder. ❖ Introduce and understand the difference between crotchets and paired quavers. ❖ Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<div></div> <div> <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>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> </div>	<p>Bobby Shafto: Traditional ‘Soldiers’ march’ from Album for the young (Op. 68) Robert Schumann.</p> <hr/> <p><u>Christian Values</u></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><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. 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>PSHE: Peer discussion, collaboration sharing instruments and composing together.</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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