

DOWN AMPNEY PRIMARY SCHOOL
MUSIC UKS2 TERM 3: DONA NOBIS PACEM

National Curriculum Objectives

- ❖ 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.
- ❖ 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.
- ❖ Develop an understanding of the history of music.

Model Music Curriculum

- ❖ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
- ❖ Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers

What I should know by the end of the unit.

Musical learning

Musical Focus : Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing harmony, progression snapshot 2.

Listen and Appraise.

- ❖ Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).

Sing and Play.

- ❖ Sing a round accurately and in a legato style.
- ❖ Sing a chorus in two-part harmony with dancing on the beat.

Improvise and Compose.

- ❖ Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major.

Vocabulary

Duration: 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted minim, crotchet, quavers, crotchet rest.

Pitch: thinking voice, F major, C major.

Structure: round, 3 sections, phrase.

Texture: polyphonic, homophonic, monophonic.

Timbre: a cappella (unaccompanied).

Other: sacred vocal music, Latin.

Phonics / polysyllabic words

- ❖ Homophonic, polyphonic, monophonic.

Reading support

- ❖ Vocabulary explained at the start of each lesson.
- ❖ My turn, your turn.

Key People and Music listened to

Arranged by Hal Hopson – Dona Nobis Pacem

Giovanni Gabrieli – Jubilate Deo

Hildegard von Bingen - O Euchari in Leta Via

Thomas Tallis – If ye love me

Tielman Susato - Ronde ('La Morisque' from Dansereye 1551)

Christian Value : Respect.

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randomly within the group in order to develop greater listening skills, balance between parts, and vocal independence.

- ❖ 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.
- ❖ Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D,E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- ❖ Enhance improvise/composed melodies with rhythmic or chordal accompaniment.
- ❖ Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline.
- ❖ Further understand the differences between semibreves, minim, crotchets, quavers, and
- ❖ semiquavers, and their equivalent rests.
- ❖ Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

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.

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.

The rule of law - Children learn that it is important to follow the 'conductor's' directions when we are performing together.

Individual liberty - 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.

Mutual respect - 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.

Children understand about different genres of music linked to history and the beliefs of other,

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.

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.

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<u>Cross Curricular Opportunity</u> Maths: Links to length of notes and beats in a bar. PSHE: Peer discussion, collaboration sharing instruments and composing together.	Impact/Assessment • 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. • 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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