

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 2: MY FANTASY FOOTBALL TEAM

National Curriculum Objectives

- ❖ 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.

Model Music Curriculum

- ❖ Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- ❖ Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.

What I should know by the end of the unit.

Musical learning

Musical Focus: Beat, rhythm, rondo, rhythm notation.

Listen and Appraise.

- ❖ Move to music, marking the pulse with action durations: ‘walk’ (crotchets), ‘jogging’ (quavers), ‘stride’ (minims), ‘skipty’ (dotted quaver/ semiquaver), and ‘shh’ (crotchet rest).

Sing and Play.

- ❖ Perform a whole-class ‘rondo’ made up of playing and singing.
- ❖ Sing a stepping melody accurately and with clear articulation and diction.

Improvise and Compose.

- ❖ Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.

Vocabulary

Duration: rhythm patterns, crotchet (‘walk’), quaver (‘jogging’), minim (‘stride’), dotted quaver/semiquaver (‘skipty’), and crotchet rest (‘shh’).

Pitch: melody, notes moving in step.

Structure: verse, rondo, rhythm sequence.

Other: articulation (clarity in the production of successive notes), diction (sounding out words clearly), body percussion.

Phonics / polysyllabic words

- ❖ Percussion, sequence.

Reading support

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

Key People and Music listened to.

Maurice Walsh – My Fantasy Football Team

John Williams - Main theme’ from Superman

Richard M. Sherman and Robert B. Sherman - ‘Colonel Hathi’s march’ from The Jungle Book

Moby - Flower

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- ❖ Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- ❖ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- ❖ Introduce and understand the differences between minims, crotchets, paired quavers, and ts.
- ❖ Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

British Values

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.

Christian Value : Respect.

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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Cross Curricular Opportunity

Maths: Links to length of notes and beats in a bar. Symmetry in the pattern of the music.

PE: Movement to learn about length of notes.

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.