

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 4: FANFARE FOR THE COMMON MAN AND SPAIN

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.
- ❖ 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.

Model Music Curriculum

- ❖ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of the music they are listening to, singing, and playing.
- ❖ Listen to recorded performances.
- ❖ Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- ❖ Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5

What I should know by the end of the unit.

Musical learning

Musical Focus for Fanfare for Common Man: Fanfare, timbre, dynamics, texture, silence.

Musical Focus for Spain: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.

Listen and Appraise.

- ❖ Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.

Sing and Play.

- ❖ Play repeating rhythmic patterns.
- ❖ Count musically.

Improvise and Compose.

- ❖ Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.
- ❖ Compose a fanfare using a small set of notes, and short, repeated rhythms.
- ❖ Invent a melody.
- ❖ Structure musical ideas into a composition.

Vocabulary

Duration: long and short sounds, repeated rhythm patterns. triplets (a rhythm made of three beats filling the space usually taken by two).

Dynamics: contrasts, sound and silence, the dramatic effect of silence.

Pitch: melody, fanfare, phrase, harmony, chord.

Texture: unison (one part), homophonic (several parts moving together).

Timbre: brass instruments, percussion.

Other: musical commission – writing a piece of music for a specific purpose or event. Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, lous and softs), *piano* (*p*, soft), *forte* (*f*, loud).

Phonics / polysyllabic words

- ❖ Unison, homophonic

Reading support

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

Key People and Music listened to.

Aaron Copland - Fanfare for the Modern Man.
John Williams – Main theme from Superman.
Andy Smith - Introduction to timpani.

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<p>pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <ul style="list-style-type: none"> ❖ Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. ❖ Play and perform melodies following staff notation using a small range (e.g. Middle C- G/do-so) as a whole class or in small groups. ❖ Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts. ❖ Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). ❖ Read and perform pitch notation within a defined range (e.g. C-G/do-so). ❖ Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. ❖ Begin to make compositional decisions about the overall structure of improvisations. 		<p>David Corkhill - Introduction to percussion.</p>
	<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>	<p><u>Christian Value</u> : Respect. Children understand about different genres of music linked to history and the beliefs of other,</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><u>Cultural Capital</u>: 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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Cross Curricular Opportunity

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

History: Links to WW2 and Fanfare or the Common Man.

Geography: 2nd Unit based on Spain and it's music.

PSHE: Peer discussion, collaboration sharing instruments and playing chords 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.