

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 5: GLOBAL PENTATONICS AND HORSE IN MOTION

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

- ❖ 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).
- ❖ Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
- ❖ Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are

What I should know by the end of the unit.

Musical learning

Musical Focus for Global Pentatonics: Pentatonic scale, different music traditional and cultures, graphic/dot notation.

Musical Focus for Horse in Motion: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic scores, orchestration, ostinatos, dynamics.

Listen and Appraise.

- ❖ Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.
- ❖ Watch a film and analyse it in a musical context.

Sing and Play.

- ❖ Layer up different rhythms.

Improvise and Compose.

- ❖ Compose a pentatonic melody.
- ❖ Improvise and create pentatonic patterns.
- ❖ Create ostinatos.
- ❖ Create and follow a score.

Vocabulary

Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching.

Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion.

Texture: solo, accompaniment.

Structure: ostinato (a repeating – often rhythmic – pattern).

Dynamics: volume, louds and softs.

Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music).

Phonics / polysyllabic words

- ❖ Pentatonic, accompaniment.

Reading support

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

Key People and Music listened to.

Traditional – Skye Boat Song

Dr. Nisha Dhuri - Om Namah Shivaya

Liu Tianyi - Busy weaving

Alhousseini Anivolla and Girum Mezmur - Desert

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- ❖ 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 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- ❖ Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- ❖ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- ❖ Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
- ❖ Introduce and understand the differences between minims, crotchets, paired quavers, and rests.
- ❖ Explore developing knowledge of musical compositions by composing music to create a specific mood, for example creating music to accompany a short film clip.

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.

blues

Watch: Eadweard Muybridge - The Horse in motion.

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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<p>Cross Curricular Opportunity</p> <p>Maths: Links to length of notes and beats in a bar. Symmetry in the pattern of the music.</p> <p>History: Links to the early days of film making.</p> <p>Geography: How the pentatonic scale has been used around the world.</p> <p>PSHE: Peer discussion, collaboration sharing instruments and playing chords 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.• 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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