

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 6: TANCZYMY LABADA

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Use voices expressively and creatively by singing songs and speaking chants and rhymes. ❖ Play tuned and untuned instruments musically ❖ Listen with concentration and understanding to a range of high-quality live and recorded music. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. ❖ Sing songs with a small pitch range, pitching accurately. ❖ Develop a knowledge and understanding of the stories, traditions, history and social context of music they are listening to, singing and playing. ❖ Listen to recoded performances. ❖ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ❖ Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. ❖ Walk in time to the beat of a piece of music or song. Know the difference 	<p style="text-align: center;"><u>What I should know by the end of the unit.</u></p> <p style="text-align: center;"><u>Musical learning</u></p> <p><u>Musical Focus:</u> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. ❖ Listen and match the beat of others and recorded music, adapting speed accordingly. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Demonstrate an internalised sense of pulse through singing games. ❖ Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. ❖ Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Invent a 4-beat body percussion pattern. 	<p><u>Vocabulary</u></p> <p>Duration: beat, 4 beats per bar. Pitch: notes F, C, G, and A. Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums). Texture: accompaniment.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Xylophone, accompaniment. <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>Traditional- Tańczymy labada Polish singing game collected Urszula Weber.</p> <p>Frédéric Chopin - Rondo à la Krakowiak in F Major Op.14. Performed by Marian Filar.</p> <p>Traditional - Hi, Lo Chikalo</p>
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between left and right to support coordination and shared movement with others.

- ❖ Identify the beat groupings in familiar music that they sing regularly and listen to.
- ❖ Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- ❖ Sing short phrases independently within a singing game or short songs.

British Values

Democracy - Children learn to work with other children in a team to create and perform music. Children listen to other children's ideas and opinions.

The rule of law - Children know that they have to take care of the instruments, so they don't become damaged. Children learn to be an appreciative and supportive audience who listen attentively while others perform.

Individual liberty - Children can make choices about different percussion instruments they would like to play and different roles in performance.

Mutual respect - Children can sing songs and listen to music from different countries and cultures.

Christian Value: Respect

Children show respect for the music of other cultures and traditions.

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 and the natural world.

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

Geography: Learning about Poland.

History: Understanding how the history of Poland is connected the dance.

Maths: Links to length of notes and beats in a bar.

PSHE: Peer discussion, collaboration sharing instruments and composing together.

PE: Using bodies to follow beats by walking, skipping and striding.

Using bodies to create rhythms of body percussion.

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.