

DOWN AMPNEY PRIMARY SCHOOL
MUSIC LKS2 TERM 6: FAVOURITE SONG

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.
- ❖ 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

What I should know by the end of the unit.

Musical learning

Musical Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.

Listen and Appraise.

- ❖ Identify similarities and differences between pieces of music in a folk/folk-rock style.

Sing and Play.

- ❖ Sing with expression and a sense of the style of the music.
- ❖ Play an instrumental part as part of a whole-class performance.
- ❖ Understand triads and play C, F, G major, and A minor.
- ❖ Sing a part in a partner song, rhythmically and from memory.

Improvise and Compose.

Vocabulary

Duration: steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.

Pitch: triads/chords: C, F, and G major, A minor.

Structure: introduction, verse, chorus, instrumental.

Timbre: acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass.

Other: folk-rock, acoustic, electric.

Phonics / polysyllabic words

- ❖ Instrumental, introduction'

Reading support

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

Key People and Music listened to.

Dan Almond, Paul James, and Shelly Abury - Favourite Song

Mumford & Sons - I will wait

Bob Dylan, and version by The Byrds - The times they are a-changing

Malcolm Abbs - I wanna sing scat ()

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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 listening to, singing, and playing.
- ❖ Listen to recorded performances.
- ❖ Develop facility in the basic skills of a selected musical instrument over a sustained learning period.

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.

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.