

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 1: MENU SONG

<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. ❖ Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. ❖ Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. ❖ Listen to recorded performances. ❖ Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using 	<p><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus:</u> Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Listen and move in time to the song. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Sing a cumulative song from memory, remembering the order of the verses. ❖ Play classroom instruments on the beat. ❖ Copy a leader in a call-and-response song, waiting their turn to sing. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Participate in creating a dramatic group performance using kitchen-themed props. 	<p><u>Vocabulary</u> Duration: rhythm, rest, march on the beat</p> <p>Structure: echo, call-and-response, cumulative</p> <p>Tempo: beat</p> <p>Timbre/texture: walking bass</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Echo, cumulative <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>Menu song Traditional, arranged by Sarah Watts 'Be our guest' from Beauty and the beast (Howard Ashman and Alan Menken) 'Food, glorious food' from Oliver! (Lionel Bart) The herring song (Traditional, performed by Chris Haslam) Rain is falling down (Traditional)</p>
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<p>classroom instruments or sound-makers.</p> <ul style="list-style-type: none"> ❖ Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ❖ Use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat. ❖ Respond to the pulse in recorded/live music through movement and dance. 	<p><u>British Values</u></p> <p><u>Democracy</u> - Children learn to work with other children in a team to create and perform music. Children listen to other children’s ideas and opinions.</p> <p><u>The rule of law</u> - 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.</p> <p><u>Individual liberty</u> - Children can make choices about different percussion instruments they would like to play and different roles in performance.</p> <p><u>Mutual respect</u> - Children can sing songs and listen to music from different countries and cultures.</p>	<p><u>Christian Values:</u></p> <p>Respect: Children show respect for the music of other cultures and traditions.</p> <p>Courage: To perform in front of others.</p> <p>Trust: To be able to trust others when working as a team.</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 and the natural world.</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.</p>
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<p><u>Cross Curricular Opportunity</u></p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together. Healthy eating.</p> <p>PE: Moving in time to the song.</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.• Snap shot assessments 3 times a year to show development of skills.• 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.	<p>Arrange trips to local musical performances to introduce children to different musical genres.</p>
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