

DOWN AMPNEY PRIMARY SCHOOL  
MUSIC LKS2 TERM 1: I'VE BEEN TO HARLEM

<p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>❖ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</li> <li>❖ Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>❖ Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>❖ Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.</li> </ul> <p><b><u>Model Music Curriculum</u></b></p> <ul style="list-style-type: none"> <li>❖ Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft).</li> <li>❖ Perform actions confidently and in time to a range of action songs.</li> </ul>	<p style="text-align: center;"><b><u>What I should know by the end of the unit.</u></b> <b><u>Musical learning</u></b></p> <p><b><u>Musical Focus:</u></b> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p><b><u>Listen and Appraise.</u></b></p> <ul style="list-style-type: none"> <li>❖ Listen and identify where notes in the melody of the song go down and up.</li> </ul> <p><b><u>Sing and Play.</u></b></p> <ul style="list-style-type: none"> <li>❖ Sing a call-and-response song in groups, holding long notes confidently</li> <li>❖ Play melodic and rhythmic accompaniments to a song.</li> </ul> <p><b><u>Improvise and Compose.</u></b></p> <ul style="list-style-type: none"> <li>❖ Compose a pentatonic ostinato.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b><u>Pitch:</u></b> pentatonic scale, note clusters, chords.</p> <p><b><u>Structure:</u></b> ostinato, echo, phrase, call-and-response.</p> <p><b><u>Tempo:</u></b> beat.</p> <p><b><u>Texture:</u></b> unison, round, accompaniment. Other: improvise, compose, ensemble.</p> <p><b><u>Phonics / polysyllabic words</u></b></p> <ul style="list-style-type: none"> <li>❖ Pentatonic, ostinato</li> </ul> <p><b><u>Reading support</u></b></p> <ul style="list-style-type: none"> <li>❖ Vocabulary explained at the start of each lesson.</li> <li>❖ My turn, your turn.</li> </ul> <p><b><u>Key People and Music listened to.</u></b>  <b>I've been to Harlem</b> Traditional.  <b>Tongo</b> Traditional, thought to be from Solomon Islands, Polynesia, or Melanesia.  <b>Born to be wild</b> Words and music by Mars Bonfire.  <b>Peer Gynt Suite No. 1</b> (Morning Mood), by Edvard Grieg. Performed by the Berliner Philharmoniker.</p>
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<ul style="list-style-type: none"> <li>❖ Listen to recorded performances.</li> <li>❖ Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>❖ Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>❖ Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class, or in small groups.</li> <li>❖ Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> <li>❖ Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> </ul>	<p style="text-align: center;"><b><u>British Values</u></b></p> <p><b><u>Democracy</u></b> - 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><b><u>The rule of law</u></b> - Children learn that it is important to follow the 'conductor's' directions when we are performing together.</p> <p><b><u>Individual liberty</u></b> - 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><b><u>Mutual respect</u></b> - 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 style="text-align: center;"><b><u>Christian Values</u></b></p> <p><b>Respect:</b> Children show respect for the music of other cultures and traditions.</p> <p><b>Courage:</b> To perform in front of others.</p> <p><b>Trust:</b> To be able to trust others when working as a team.</p> <p><b><u>Spirituality:</u></b> 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><b>Cultural Capital:</b> 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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<p>⋮</p> <p><b>Cross Curricular Opportunity</b>  <b>Maths:</b> Links to length of notes and beats in a bar. Symmetry in the pattern of the music.</p> <p><b>Geography and history:</b> links to the heritage of Virginia and the east coast of the United States of America, the Solomon Islands, Polynesia, and Melanesia.</p> <p><b>PSHE:</b> Peer discussion, collaboration sharing instruments and composing together.</p>	<p><b>Impact/Assessment</b></p> <ul style="list-style-type: none"> <li>• Monitored by recorded performances and snapshots, one to one or small group conversation, whole class discussion, final outcome.</li> <li>• Identify any personal challenges preventing meeting MMC statements</li> <li>• Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.</li> <li>• Identify areas of particular strength which might benefit from being developed.</li> <li>• No grades to be applied, no individual music books.</li> <li>• Snap shot 3 times a year to show progression of skills.</li> <li>• Collect videos of both journey and outcome. Remember intention is an important indicator and may not yet be reflected in outcomes.</li> <li>• One school floor book to record termly objectives covered, skills explored and pupil voice.</li> </ul>	
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