

DOWN AMPNEY PRIMARY SCHOOL
MUSIC UKS2 TERM 1: | WHAT SHALL WE DO WITH A DRUNKEN SAILOR?

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and 	<p style="text-align: center;"><u>What I should know by the end of the unit.</u> <u>Musical learning</u></p> <p><u>Musical Focus:</u> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Talk about the purpose of sea shanties and describe some of the features using music vocabulary <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Keep the beat playing a ‘cup’ game. ❖ Sing a sea shanty expressively, with accurate pitch and a strong beat. ❖ Sing in unison while playing an instrumental beat (untuned). ❖ Play bass notes, chords, or rhythms to accompany singing. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. 	<p><u>Vocabulary</u> <u>Duration:</u> 4/4 time signature, crotchet, quavers, semiquavers.</p> <p><u>Pitch:</u> melody, chords, bass note, major, minor.</p> <p><u>Tempo:</u> beat, steady beat.</p> <p><u>Other:</u> sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Accompaniment, percussion <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> What shall we do with the drunken sailor? Traditional. Hey, ho! Nobody home Traditional. TikTok Sea Shanty mashup 2021 Wellerman Sea shanty medley Performed by Home Free Drunken Sailor Mashup by TikTok user @nathanevanss and others.</p>
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performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.

- ❖ Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- ❖ Listen to recorded performances.
- ❖ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- ❖ Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
- ❖ Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- ❖ Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.

British Values - 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.

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 Values

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

Courage: To perform in front of others.

Trust: To be able to trust others when working as a team.

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><u>Cross Curricular Opportunity</u></p> <p>Maths: Links to length of notes and beats in a bar.</p> <p>History: an opportunity to find out more about the context, history, and purpose of sea shanties</p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing 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. • Snap shot videos 3 times a year to show progression 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. 	
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