

DOWN AMPNEY PRIMARY SCHOOL
MUSIC KS1 TERM 2: COLONEL HATHI'S MARCH AND MAGICAL MUSICAL AQUARIUM

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<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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. ❖ Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p><u>Model Music Curriculum</u></p> <ul style="list-style-type: none"> ❖ Develop 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. ❖ 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 classroom instruments or sound-makers. 	<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 Colonel Hathi's March:</u> : Beat, march, timbre, film music.</p> <p><u>Musical Focus: Magical Musical Aquarium:</u> Timbre, pitch, structure, graphic symbols, classical music.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Respond to musical characteristics through Movement. ❖ Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). ❖ Listen to 'Aquarium', reflecting the character of ❖ the music through movement. <p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Sing a unison song rhythmically and in tune. ❖ Play percussion instruments expressively, representing the character of their composition <p><u>Improvise and Compose.</u></p>	<p><u>Vocabulary</u> Duration: march rhythm.</p> <p>Dynamics: Soft, loud.</p> <p>Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre).</p> <p>Tempo: beat (pulse), fast, slow.</p> <p>Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band, untuned, tuned percussion instruments.</p> <p>Structure: ternary form (ABA).</p> <p>Other: compose, graphic symbol</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Elephant, instruments. <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>'Colonel Hathi's march' from The Jungle Book by Richard M. Sherman and Robert B. Sherman.</p>
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<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. ❖ Respond to recorded/live music through movement and dance. ❖ 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. ❖ Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<ul style="list-style-type: none"> ❖ Compose music to march to using tuned and untuned percussion. ❖ Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. 	<p>Follow my feet (from Sing Up Music Developing Musicianship Toolkit). 'March of the toy soldiers' from the Nutcracker suite by Pyotr Ilyich Tchaikovsky. Hey, Hey Traditional. Down there under the sea by Jan Faulkner. 'Aquarium' from The carnival of the animals by Camille Saint-Saën.</p>
	<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>Christian Values:</u></p> <p>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.</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>

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	<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>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.</p> <p>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>
<p><u>Cross Curricular Opportunity</u></p> <p>PSHE: Peer discussion, collaboration sharing instruments and composing together.</p> <p>PE: Moving in time to the song and responding to a song through movement,</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. 	

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	<ul style="list-style-type: none">• Snap shot assessments 3 times a year to show development of skills.• Collect videos of journey where appropriate, 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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