

DOWN AMPNEY PRIMARY SCHOOL  
MUSIC LKS2 TERM 2: CHILLED-OUT CLAP RAP

<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>❖ Use and understand staff and other musical notations.</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.</li> </ul>	<p><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> Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest.</p> <p><b><u>Listen and Appraise.</u></b></p> <ul style="list-style-type: none"> <li>❖ Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.</li> </ul> <p><b><u>Sing and Play.</u></b></p> <ul style="list-style-type: none"> <li>❖ Rap accurately and rhythmically with dynamic contrasts.</li> <li>❖ Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</li> </ul> <p><b><u>Improvise and Compose.</u></b></p> <ul style="list-style-type: none"> <li>❖ Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b><u>Duration:</u></b> beat, rhythm, offbeat, crotchet, quavers, crotchet rest.</p> <p><b><u>Dynamics:</u></b> piano (p), forte (f), fortissimo (ff) subito (suddenly).</p> <p><b><u>Structure:</u></b> verse, chorus, ostinato.</p> <p><b><u>Other:</u></b> 'walk' – word and action for crotchet, 'jogging' – word and action for a pair of quavers, 'shh' – sound for a crotchet rest, rhythm grid.</p> <p><b><u>Phonics / polysyllabic words</u></b></p> <ul style="list-style-type: none"> <li>❖ Crotchet, quaver.</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><u>Chilled-out clap rap:</u></b> Words by Chris Curry and music by Jessica Curry.  <b><u>Blinded by your grace (Part 2):</u></b> Words and Music by Fraser Thorneycroft-Smith, Michael Owuo Junior and Uzoечи Emenike.  <b><u>Clapping Music:</u></b> Steve Reich.</p>
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<p>Perform forte and piano (loud and soft).</p> <ul style="list-style-type: none"> <li>❖ Perform actions confidently and in time to a range of action songs.</li> <li>❖ Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>❖ Listen to recorded performances.</li> <li>❖ Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).</li> <li>❖ Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>❖ Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>❖ Introduce and understand the differences between crotchets and paired quavers.</li> <li>❖ Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>		<p><b>Clapping music:</b> by Steve Reich, arranged for percussion by Evelyn Glennie. Performed by Evelyn Glennie.</p>
	<p><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</p>	<p><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.</p>

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:	the world. Children learn how music is used in other cultures and faiths.	Arrange trips to local musical performances to introduce children to different musical genres.
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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>P.E:</b> Moving in time to music and moving to show the length of crotchets and quavers.</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 journey where appropriate, 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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