

DOWN AMPNEY PRIMARY SCHOOL
MUSIC UKS2 TERM 2: WHY WE SING AND INTRODUCTION TO SONG WRITING

<p>⋮</p> <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. ❖ 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 from an extended repertoire with a sense of ensemble and performance, This should include observing phrasing, 	<p style="text-align: center;"><u>What I should know by the end of the unit.</u></p> <p style="text-align: center;"><u>Musical learning</u></p> <p><u>Musical Focus for Why we sing:</u> Gospel music, instruments, structure, texture, vocal decoration.</p> <p><u>Musical Focus Introduction to song writing:</u> Structure (verse/chorus), hook, lyric writing, melody.</p> <p><u>Listen and Appraise.</u></p> <ul style="list-style-type: none"> ❖ Recognise individual instruments and voices by Ear. ❖ Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. ❖ Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). ❖ Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. ❖ Understand techniques for creating a song and develop a greater understanding of the songwriting process. 	<p><u>Vocabulary</u></p> <p><u>Duration:</u> rhythm, beat.</p> <p><u>Dynamics:</u> quiet, louder, getting louder (crescendo).</p> <p><u>Pitch:</u> melody, harmony, hook, chords, riff, high voices, low voices.</p> <p><u>Structure:</u> verse, chorus, bridge/middle eight, introduction (intro), ending (outro), call-and-response, spoken interludes, phrase.</p> <p><u>Timbre:</u> choir, male and female voices, congregation, electric piano, bass guitar, drum kit.</p> <p><u>Texture:</u> solo, echo, melody and accompaniment, homophonic (moving together), unison (singing same melody), homophonic (singing in harmony).</p> <p><u>Other:</u> lyrics, rhyme, phrase, metaphor, music for praise, Gospel, spiritual, expression, legato, slide (glissando), note bend, decoration, diction, articulation.</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Homophonic, expression.
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<p>accurate pitching, and appropriate style.</p> <ul style="list-style-type: none"> ❖ Sing three-part rounds, partner songs, and songs with a verse and chorus. ❖ Develop a 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. ❖ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. ❖ Compose melodies made from pairs of phrases in either C major or A minor, or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. 	<p><u>Sing and Play.</u></p> <ul style="list-style-type: none"> ❖ Develop and practise techniques for singing and performing in a Gospel style. <p><u>Improvise and Compose.</u></p> <ul style="list-style-type: none"> ❖ Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook. ❖ Create fragments of songs that can develop into fully fledged songs. 	<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>Wade in the water: Traditional.</p> <p>Climbing higher mountains: by Aretha Franklin</p> <p>Why we sing: by Kirk Franklin.</p> <p>What kind of man is this?: Performed by Ray Charles and the Voices of Jubilation Choir 2006.</p> <p>Shackles (Praise you): by Mary Mary.</p> <p>This little light of mine: performed by the Soweto Gospel Choir.</p> <p>Take your burden to the Lord (and leave it there): by Charles Albert Tindley.</p> <p>The storm is passing over: by Unknown.</p> <p>Jesus gave me water: by Lucie Campbell.</p> <p>Great is your mercy: by Don Moen.</p> <p>Get away, Jordan: Traditional.</p> <p>Wonderwall: by Noel Gallagher.</p> <p>Say my name: by Beyoncé, Fred Jerkins III, Kelendria Rowland, LaShawn Daniels, Latavia Roberson, LeToya Luckett, and Rodney Jerkins.</p> <p>Le freak: by Nile Rodgers and Bernard Edwards.</p> <p>Smalltown boy: by Jimmy Somerville, Larry Steinbachek, and Steve Bronski.</p>
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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>⋮</p> <p><u>Cross Curricular Opportunity</u> RE: Differences between performing for an audience and singing as a part of worship or celebration.</p> <p>History: The history of spirituals linked to African American slavery and gospel songs linked to the American Civil War.</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 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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