

Subject: Music		Cycle A Y5/6	KAPOW South and West Africa (Y5)
NATIONAL CURRICULUM			
<b>PURPOSE OF STUDY</b> Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.			
<b>PROGRAMME OF STUDY</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <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 use and understand staff and other musical notations</li><li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>develop an understanding of the history of music.</li></ul>		<b>AIMS</b> The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"><li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li><li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li><li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li></ul>	
<b>ATTAINMENT TARGETS</b> By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.			
<b>KEY VOCABULARY</b> a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome		<b>KEY QUESTIONS</b> <ul style="list-style-type: none"><li>Where is the song Qongqothwane usually sung?</li><li>Which African instrument is played by shaking it?</li><li>The song Shosholoza was usually sung by which type of workers?</li><li>What structure does Shosholoza have?</li><li>What makes a chord?</li><li>Which notes make up the D major chord?</li><li>When drumming, what is a ‘break’?</li><li>What do you call many rhythms played at once?</li></ul>	
<b>KEY ASSESSMENT OPPORTUNITY</b> Please ask the children to complete this quiz - <a href="https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/south-and-west-africa/assessment-year-5-south-and-west-africa/">https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/south-and-west-africa/assessment-year-5-south-and-west-africa/</a>			
YEAR 5 ONGOING ASSESSMENT			Children’s initials and any comments
<b>Working below:</b> <u>Lessons</u> <ol style="list-style-type: none"><li>Pupils singing using the correct pronunciation.</li><li>Playing a chord with two notes.</li><li>Staying in time with the other performers.</li><li>Begin to play in time with the more complicated rhythms.</li><li>Try creating an eight beat break.</li></ol>			
<b>Expected:</b> <u>Lessons</u> <ol style="list-style-type: none"><li>Pupils singing using the correct pronunciation and with increasing confidence. Holding the tune of their part within a group performance.</li><li>Playing a chord with two notes in time. Playing the progression with accuracy</li><li>Maintaining their part in the performance with accuracy. Staying in time with the other performers.</li><li>Playing in time the more complicated rhythms with rests. Joining back in if I lose my place</li></ol>			

5. Having created an eight beat break which they play in the correct place.	
<b>Greater Depth:</b> <u>Lessons</u> <ol style="list-style-type: none"> <li>Being able to hold the tune when unaccompanied. Using expression within their singing.</li> <li>Accurately playing a two or three note chord progression in time with the ensemble.</li> <li>Performing their part, including all the elements they have worked on. Offering suggestions for improvement.</li> <li>Picking up their beat if they get out of sync – this would indicate they can easily find the first beat of the bar which is a more advanced skill. Counting the rests (silences) accurately</li> <li>Having created a break which is eight beats long and accurately played in time.</li> </ol>	
<b>YEAR 6 ONGOING ASSESSMENT</b>	<b>Children's initials and any comments</b>
<b>Working below:</b> <u>Lessons</u> <ol style="list-style-type: none"> <li>Pupils singing using the correct pronunciation and with increasing confidence. Holding the tune of their part within a group performance.</li> <li>Playing a chord with two notes in time. Playing the progression with accuracy</li> <li>Maintaining their part in the performance with accuracy. Staying in time with the other performers.</li> <li>Playing in time the more complicated rhythms with rests. Joining back in if I lose my place</li> <li>Having created an eight beat break which they play in the correct place.</li> </ol>	
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