



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Tempo changes Animals	1	Spring 2	6 hours

End of lower key stage 1 objectives	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs.</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>
End of unit objectives	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter- I can sing and play at the correct time in a story.</li> <li>related dimensions of music</li> </ul>
Vocabulary	<p>I can</p> <ul style="list-style-type: none"> <li>I can sing from memory</li> <li>I can clap a simple rhythm</li> <li>I can think about the dynamics of a song:</li> <li>I can use my instrument to play fast and slow beats.</li> <li>I can sing and play at the correct time in a story.</li> </ul>
	Beat, pulse,
	rhythm
	Tempo, adagio, presto, accelerando,
	Dynamics - crescendo

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>• I can sing back a section of a song from memory</li> <li>• I can stay in time with the other people in the group</li> </ul> <p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul> <p>Create and explore different sounds</p>	<p><u>Warm up songs</u></p> <p>Today's the day Dabbling ducks Spring Chicken Easter songs</p> <p><u>Listening – Kapow: Animals</u></p> <p>Listen to a piece of classical music – describe the tempo – Adagio, Moderato, Presto. How does it make you feel</p> <ol style="list-style-type: none"> <li>1. Vivaldi – storm music</li> <li>2. Moonlight Sonata</li> </ol> <p><u>Rhythm work</u> – independently clap / play the rhythm patterns</p> <p><u>Creative Music</u></p> <p>Percussive Animals – choose an appropriate percussion instrument to create sounds for each animal.</p> <p><b>Build up the sounds by layering them to create a soundscape.</b></p>	<p>.Kapow Animals</p> <p>Selection of percussion instruments – untuned and tuned: Maracas Tambourines Scrapers glockenspiels</p>

2	1 hour	<p><b><u>To perform</u></b> Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>• I can sing back a section of a song from memory</li> <li>• I can stay in time with the other people in the group</li> </ul> <p><b><u>To compose</u></b></p> <ul style="list-style-type: none"> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul> <p>Create and explore different sounds</p>	<p><b><u>Warm up songs</u></b> Today's the day Easter / Spring songs Dabbling ducks Spring Chicken Yellow Bird</p> <p><b><u>Listening – Kapow: Performing Animals (lesson 3)</u></b> Listen to a piece of classical music – describe the tempo – Adagio, Moderato, Presto. How does it make you feel</p> <ol style="list-style-type: none"> <li>3. Holst – Venus</li> <li>4. Romeo and Juliet</li> </ol> <p><b><u>Rhythm work</u></b> – independently clap / play the rhythm patterns Caterpillar – slug</p> <p>Clap the notation</p> <p><b><u>Creative Music</u></b> Match the animal to the music. Create their own sounds.</p> <p>Create a sound / rhythm for each animal. Layer the sounds to build up a soundscape.</p>	<p><b>Kapow</b> <b>Animals</b></p> <p>Selection of percussion instruments – untuned and tuned</p>
3	1 hour	<p><b><u>To perform</u></b> I can use my instruments to play slow and fast beats.</p> <p><b><u>To listen</u></b> * I can listen to music and</p>	<p><b><u>Warm up songs</u></b> Dabbling ducks Yellow Bird Songs about animals</p> <p><b><u>Listening – Match the animal to the music</u></b> Carnival of the animals – Can they identify the animal – fish and tortoise</p>	<p><b>Kapow: Snail and Mouse-Lesson 2</b></p> <p><b><u>Percussion:</u></b> Claves tambourines</p>

		<p>identify changes in tempo.</p> <p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create short, musical patterns.</li> </ul>	<p><b><u>Rhythm and Pulse</u></b> Learn the snail and mouse rhyme. Join in and tap the pulse. Change the tempo and still keep in time with the pulse. Then use instruments (claves and tambourines)</p>		
4	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <p>I can use my instruments to play slow and fast beats.</p>	<p><b><u>Warm up songs</u></b> Animal songs Spring /Easter songs</p> <p><b><u>Rhythm work</u></b> Body percussion rhythms Easter rhythm patterns</p> <p><b><u>Rhythm and Pulse</u></b> Recap the snail and mouse rhyme. Join in and tap the pulse. Change the tempo and still keep in time with the pulse. Then learn the song to go with it. Play along with the instruments.</p>	<p>Kapow: Snail and Mouse- Lesson 3 and 4</p> <p><u>Percussion:</u> Claves tambourines</p>	
5		<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <p>I can use my instruments to play slow and fast beats</p> <p>I can sing and play at the correct time in a story.</p>	<p><b><u>Warm up songs</u></b> Animal songs Spring /Easter songs</p> <p><b><u>Rhythm work</u></b> Body percussion rhythms Easter rhythm patterns</p> <p><b><u>Perform / improvise</u></b> The story of snail and mouse. Add the instruments and show changes in tempo. Then also change the dynamics – practise these changes first. Then put together.</p>	<p>Kapow Snail and mouse lesson 5</p> <p>Percussion instruments</p>	
6		<p><u>To perform</u></p> <p>Take part in singing, accurately</p>	<p><b><u>Warm up songs</u></b> Animal songs Spring /Easter songs</p>	<p>Boomwhackers A few handbells</p>	

		<p>following the melody</p> <p>I can play my instrument keeping in time with the others in the group</p>	<p><u>Instrumental work</u></p> <p>Hot cross buns – play on handbells and boomwhackers</p> <p>Think about the change in pitch.</p> <p><u>Rhythm work / Improvisation games</u></p> <p>.Easter rhythms_– look at some Easter rhythm cards and tap out.</p>		
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