



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Weather and Rainforest /Jungle music	2	Autumn 2	7 hours

End of lower key stage 1 objectives	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</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> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality and live recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
Vocabulary	Pulse, beat,
	Tempo – adagio, presto, moderato
	dynamics
	composition

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> </ul>	<p><u>Songs</u></p> <p><u>Warm up song</u></p> <p>In the Autumn</p>	<p>Post- it notes</p> <p>Maracas</p> <p>Claves</p>

		<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Successfully follow a leader or conductor</li> <li>*Stop and start together, keeping a steady <b>beat</b> and changing <b>tempo</b> and <b>dynamics</b></li> <li>*Copy longer <b>rhythmic patterns</b> on untuned instruments keeping a steady pulse</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>• Create music in response to different starting points</li> </ul>	<p>Weather/Rain songs: I hear thunder What is the weather like today? Storm song</p> <p><b><u>Warm up games: Pulse and rhythm</u></b></p> <ol style="list-style-type: none"> <li>1. March on the spot Clap on beats 2 and 4. . Using a cowbell to keep them in time see if they can clap a set pattern over the top</li> <li>2. Clap the rhythms on the cards – crotchet, quavers, minims</li> </ol> <p><b><u>Listening:</u></b> Describe the different rain and storm sounds</p> <p><b><u>Creative music-</u></b> create a Jungle rainstorm using body percussion – stand in a circle and build up the texture – rub, click, pat knees, stamp feet</p> <p>Then create a rainstorm with untuned percussion instruments</p>	<p>Tambours cymbals</p>
2	1 hour	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Successfully follow a leader or conductor</li> <li>*Stop and start together, keeping a steady <b>beat</b> and changing <b>tempo</b> and <b>dynamics</b></li> </ul> <p><b><u>Composing</u></b></p>	<p><b><u>Songs</u></b> Weather and Jungle songs</p> <p><b><u>Rhythm work</u></b> – clap the rhythmic patterns reading the notation.</p> <p><b><u>Explore tempo.</u></b> <b>Use Charanga</b> – Music toolkit: Using body percussion play follow my leader changing the tempo and controlling it.</p>	<p>Selection of untuned and tuned percussion instruments.</p>

		<ul style="list-style-type: none"> <li>• Create <u>short musical patterns</u></li> <li>• Create short, rhythmic phrases.</li> <li>• Clap rhythms</li> </ul>	<p><b><u>Listening</u></b> Jungle /rainforest doundsounds</p> <p><b><u>Creative music</u></b>– create some of the sounds of jungle animals and create a class soundscape.</p>	
3	1 hour	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Successfully follow a leader or conductor</li> <li>*Stop and start together, keeping a steady <b>beat</b> and changing <b>tempo</b> and <b>dynamics</b></li> <li>• Clap rhythms</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>• Create music in response to different starting points</li> </ul>	<p><b><u>Songs</u></b> Weather and Jungle songs</p> <p><b><u>Rhythm work</u></b> – clap the rhythmic patterns reading the notation.</p> <p>Explore <b>dynamics</b>– <b>Charanga:</b> Music toolkit:.</p> <p>Using percussion instruments explore changes in dynamics gradually getting louder and quieter.</p> <p><b><u>Listening</u></b> Sounds of the jungle / rainforest</p> <p><b><u>Creative music</u></b> – create a class soundscape for the jungle, today using symbols to create a graphic score. Experiment with changes in dynamics and tempo</p>	Selection of untuned and tuned percussion instruments
4	1 hour	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Successfully follow a leader or conductor</li> <li>*Stop and start together, keeping a steady <b>beat</b> and changing <b>tempo</b> and <b>dynamics</b></li> <li>• Clap rhythms</li> </ul>	<p><b><u>Songs</u></b> Jungle and rainforest songs</p> <p><b><u>Listening</u></b> Listen to excerpts from the ‘storm’ in Beethoven’s Pastoral symphony. Compare dynamics. Tempo and mood changes</p> <p><b><u>Creative music</u></b> – Recap on the composition work done last week and practice it. Use</p>	Selection of untuned and tuned percussion instruments

		<p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>• use a variety of elements including long, short, fast, slow in compositions.</li> </ul>	<p>graphic score symbols and 'instructions' to play. Practise and perform.</p>	
5	1 hour	<p><b><u>To describe music</u></b> • Identify the beat of a tune.</p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Successfully follow a leader or conductor</li> <li>*Stop and start together, keeping a steady <b>beat</b> and changing <b>tempo</b> and <b>dynamics</b></li> <li>• Create short, musical patterns.</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>• use a variety of elements including long, short, fast, slow, loud, quiet in compositions</li> </ul>	<p><b><u>Songs</u></b> <b><u>Weather/ Jungle songs</u></b> recap songs learnt in previous weeks</p> <p>Christmas songs</p> <p><b><u>Warm up games: Pulse and rhythm games</u></b></p> <p><b><u>Listening</u></b> Listen to excerpts from Chopin's Raindrop prelude. Does it make them think of rain falling? Why?</p> <p><b><u>Creative music-</u></b> Explore the use of a graphic score with symbols to play a piece of jungle music. Create their own today with a partner and draw some ideas and match with appropriate instruments.</p>	<p>Selection of untuned and tuned percussion instruments</p>
6	1 hour	<p><b><u>To describe music</u></b> _ • Identify the beat of a tune.</p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Successfully follow a leader or conductor</li> <li>• Clap rhythms</li> </ul>	<p><b><u>Songs</u></b> Christmas songs</p> <p><b><u>Warm up games: Pulse and rhythm games</u></b></p> <p>Play a rhythm on the claves over the top of a 'bells' pulse: Merry Christmas everyone over a 4 crotchet pulse (San – ta got stuck)</p> <p>Play Christmas songs using handbells and boomwhackers Jingle Bells</p>	<p>Charanga – freestyle , pulse</p> <p>Percussion instruments</p> <p>Handbells</p> <p>boomwhackers</p>

			We wish you a Merry Christmas	
7	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Successfully follow a leader or conductor</li> <li>Clap rhythms</li> </ul>	<p><u>Songs</u></p> <p>Christmas songs:</p> <p>Jingle bells</p> <p>Away in a manger</p> <p>Little donkey</p> <p>Rudolph the red nosed reindeer</p> <p>Twelve days of Christmas</p> <p><u>Warm up games: Pulse and rhythm games</u></p> <p>Play a rhythm on the claves over the top of a 'bells' pulse:</p> <p>Merry Christmas everyone over a 4 crotchet pulse (San – ta got stuck)</p> <p>Play Christmas songs using handbells and boomwhackers</p> <p>Jingle Bells</p> <p>We wish you a Merry Christmas</p>	<p>Percussion instruments</p> <p>Handbells</p> <p>boomwhackers</p>
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