



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Explore rhythm and pulse Create fireworks and earthquake sounds	3	Autumn 2	7 hours
End of lower key stage 2 objectives	<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. • Use and understand staff and other musical notations. • 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. 			
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> • Sing from memory with an accurate pitch • Clap a rhythm pattern reading simple staff notation • Recognise the symbols for a minim, crotchet. • Explore and create sounds for a purpose • Read and create a graphic score. 			
Vocabulary	Pitch			
	Tempo – adagio, presto, moderato, allegro			
	duration			
	Rhythm and pulse			

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To perform</u></p> <ul style="list-style-type: none"> · Sing from memory with an accurate pitch. <p><u>I am using more musical words/ language to describe music.</u></p>	<p><u>Warm up songs /Chants</u> Coffee pot chant To stop the train - a round Fireworks songs - Up in the sky (Paul Wilcox) Explore Rhythm and pulse - copy back the rhythm patterns</p> <p><u>Instrument work</u> - put in an accompaniment to the song using Cs and Ds.</p> <p>Listen to fireworks sounds and describe.</p>	glockenspiels
2	1 hour	<p><u>To perform</u></p> <ul style="list-style-type: none"> · Sing from memory with an accurate pitch. <p><u>I am using more musical words/ language to describe music.</u></p> <p><u>To compose</u></p> <ul style="list-style-type: none"> · Use sound to create abstract effects. · Choose, order, combine and control sounds to create an effect <p><u>I can record my composition using graphic or pictorial notation.</u></p>	<p><u>Warm up songs /Chants</u> Coffee pot chant To stop the train - a round Fireworks songs - Up in the sky (Paul Wilcox) Explore Rhythm and pulse - copy back the rhythm patterns</p> <p><u>Instrument work</u> Copy back the melodic riffs on Charanga MMC Unit 1</p> <p>Listen to and create some fireworks sounds, thinking about pitch and duration.</p>	glockenspiels A selection of percussion instruments
3	1 hour	<p><u>To compose</u></p> <ul style="list-style-type: none"> · Use sound to create abstract effects. · Choose, order, combine and control sounds to create an effect <p><u>I can record my composition using graphic or pictorial notation.</u></p>	<p><u>Warm up songs</u> Earthquake song</p> <p><u>Creative music:</u> explore and create earthquake sounds.</p> <p>Go round the class and ask each child to give a word to describe a sound or make a sound.</p> <p>Then in pairs discuss what instruments might be good to make some of these sounds - does it need to be soft, loud, high or low, a</p>	Music Books

			<p>combination of instruments. Explore some ideas.</p> <p>In a group write down which instruments have been chosen and why. Use symbols to represent the sounds and create a graphic score.</p>	
4	1 hour	<p><u>To compose</u></p> <ul style="list-style-type: none"> · Use sound to create abstract effects. · Choose, order, combine and control sounds to create an effect <p>I can record my composition using graphic or pictorial notation, or video it</p>	<p><u>Warm up songs</u></p> <p>Earthquake song</p> <p>Christmas songs</p> <p>Creative music: Continue to work on the work started last week creating their own composition based on an earthquake. Practise it and perform in groups to the rest of the class.</p>	Selection of percussion instruments
5	1 hour	<p><u>To perform</u></p> <p>Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> · Sing in tune. · Maintain a simple part within a group. · Pronounce words within a song clearly. · Show control of voice. 	<p><u>Christmas songs and activities</u></p> <p>Traditional carols for carol service Rudolph the red nosed reindeer</p> <p>The 12 days of Christmas. - track 20 (Charanga Production 5 Gold rings</p> <p>Jingle Bells - <i>play along with the hand bells</i>, boomwhackers and chime bars.</p> <p>Learn to play Little donkey on the glockenspiels / recorder etc</p>	Hand bells Boomwhackers Glockenspiels recorders
6	1 hour	<p><u>To perform</u></p> <p>Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> · Sing in tune. · Maintain a simple part within a group. · Pronounce words within a song clearly. · Show control of voice 	<p><u>Christmas songs and activities</u></p> <p>Fun carols:</p> <p>The 12 days of Christmas. - track 20 (Charanga Production 5 Gold rings</p> <p>Jingle Bells - <i>play along with the hand bells</i>, boomwhackers and chime bars.</p> <p>Continue to play Little donkey on the glockenspiels / recorder etc</p> <p>Creative music - Can they create their own Christmas Jingle music using glockenspiels, handbells,</p>	Hand bells Boomwhackers Glockenspiels recorders

			boomwhackers and recorders. - work in groups.	
7			. Christmas songs - recap on Christmas activities.	
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