



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	We are what we eat -food songs Rhythm and Pulse	2	Spring 2	6 hours

End of lower key stage 1 objectives	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality and live recorded music. Describe features of rock music. Explore the importance of pulse Keep a steady beat whilst singing.
Vocabulary	beat
	pulse
	Rhythm – crotchet, quavers, rest
	Pitch, timbre

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<u>To describe music</u>	<u>Songs</u> Hey my name is Jo Hot potato	<u>Kodaly method BBC teaching rhtms</u>

		<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in tempo. <p><u>To compose</u></p> <ul style="list-style-type: none"> • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Create short, musical patterns. • Create short, rhythmic phrases 	<p><u>Warm up games: Pulse and rhythm</u></p> <p>1. March on the spot Clap on beats 2 and 4.2. Use the improvise track on charanga. . Using a cowbell to keep them in time see if they can clap a set pattern over the top</p> <p>Learn about <i>pulse</i> and explore changes on a percussion instrument</p> <p><u>Charanga: I wanna play in a band Step 2</u></p> <p>Listening and appraise – what instruments play in a band? Sing the song Listen and join in: We will rock you – play along to the beat. Explore pitch, rhythm and pulse Warm up games Rhythm and pulse games</p> <p>Make up some rhythm patterns by changing the order of crochets and quavers.</p> <p>Perform their rhythm pattern on a percussion instrument.</p>	<p>https://www.bbc.co.uk/teach/bring-the-noise/teaching-rhythms/z7twcqt</p> <p>Rhythm game https://musicscience.net/resource/rhythm-activities-for-primary-school/</p> <p>Percussion instruments that can be tapped.</p>
2	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • hear and clap rhythms in words. 	<p><u>Warm ups</u></p> <p>Hey, my name is Joe John Kanaka Hot potato Mango Chocolate cake song</p> <p><u>Pulse chant</u> – What did you have for dinner today? – tap</p>	<p>Kodaly method BBC teaching rthms</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/teaching-rhythms/z7twcqt</p> <p>Rhythm and pulse powerpoint</p>

		<ul style="list-style-type: none"> • Create short, musical patterns. • Create short, rhythmic phrases. • Clap rhythms <p><u>To perform</u></p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically following a backing track. 	<p>out the pulse along with the chant</p> <p><u>Pulse and rhythm:</u> Divide the class into 2 halves – one play a steady pulse, and the other tap out a rhythm pattern over the top. Then using the smartnotebook clap two rhythms at the same time – half and half. What do they notice Also use the Rhythm and pulse powerpoint</p> <p>Charanga: I wanna play in a band Step 3 Listening and appraise – what instruments play in a band? Warm up games Improvise games</p>	
3	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • hear and clap rhythms in words <p><u>To perform</u></p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically following a backing track • Create short, musical patterns. 	<p><u>Warm ups</u> Hey, my name is Joe John Kanaka Hot potato Mango Chocolate cake song</p> <p><u>Pulse chant</u> – What did you have for dinner today? March and clap</p> <p>Rhythm cards</p> <p><u>Charanga: I wanna play in a band Step 4</u> Play along on the glockenspiel</p> <p><u>Compose / Create</u> Can they create a class band - introduce the idea of adding layers:</p>	<p><u>Kodaly method BBC teaching rhythms</u> https://www.bbc.co.uk/teach/bringing-the-noise/teaching-rhythms/z7twcqt</p> <p>Rhythm and pulse powerpoint</p> <p>Glockenspiels</p>

		<ul style="list-style-type: none"> • Create short, rhythmic phrases. • Clap rhythms 	<p>A drum beat and strum from the ukulele</p> <ul style="list-style-type: none"> - A repeated rhythm <p>A repeated melody.</p>	
4	1 hour	<p><u>To describe music</u> • Identify the beat of a tune.</p> <ul style="list-style-type: none"> • hear and clap rhythms in words • Create short, musical patterns. • Create short, rhythmic phrases. • Clap rhythms <p><u>To compose</u> • Choose sounds to create an effect.</p> <ul style="list-style-type: none"> • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases 	<p><u>Warm ups</u> Hey, my name is Joe John Kanaka Easter songs</p> <p><u>Pulse and rhythm:</u> Divide the class into 3 groups – one play a steady pulse, and the other two tap out rhythm patterns over the top:</p> <ul style="list-style-type: none"> - Spaghetti bolognaise - Yummy chocolate cake <p>Then using the smartnotebook clap three rhythms at the same time – What do they notice.</p> <p>Try then on percussion instruments Rhythm cards Make their own rhythm pattern and play "The Rhythm Machine."</p> <p>Charanga: I wanna play in a band Step 5 Listen to the rock music. Play the accompaniment on the glockenspiels.</p> <p>Extension – Play hot cross buns C D E</p>	Glockenspiels
5	1 hour	<p><u>To describe music</u> •</p>	<p><u>Warm up songs</u> John Kanaka Easter songs</p>	3 different types of unpitched percussion

		<p>Identify the beat of a tune.</p> <ul style="list-style-type: none"> • Clap rhythms <p><u>To perform</u></p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically following a backing track 	<p><u>Pulse and rhythm</u>: Divide the class into 3 groups – one play a steady pulse, and the other two tap out rhythm patterns over the top:</p> <ul style="list-style-type: none"> - Spaghetti bolognaise - Yummy chocolate cake <p><u>Explore pulse and timbre</u></p> <p><u>Kapow: Once a man fell in a well – lessons 1 and 2</u></p> <p>Learn the song, describe the pitch.</p> <p>Change the timbre by using different voices.</p>	
6	1 hour	<p><u>To describe music</u> • Identify the beat of a tune.</p> <p><u>To perform</u></p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically following a backing track 	<p><u>Warm ups</u></p> <p>Easter and Spring songs</p> <p><u>Explore pulse, timbre and pitch</u></p> <p><u>Kapow: Once a man fell in a well – lessons 2 and 3</u></p> <p>Recap on singing the song, clapping the pulse and changing the timbre.</p> <p>Look at the melody – learn to play it on the glockenspiels.</p> <p>Play Hot cross buns on the glockenspiels</p>	<p>Claves</p> <p>Maracas</p> <p>glockenspiels</p>
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