



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Rhythm and Pulse	1	Spring 1	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> <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>Identify the beat of a tune</li> <li>Take part in singing accurately following the melody.</li> <li>Recognise changes in tempo.</li> <li>Make and control fast and slow sounds using instruments.</li> <li>Follow instructions on when to clap / play an instrument.</li> <li>Know when to play, stop and start.</li> </ul>
Vocabulary	Beat, pulse, pitch
	rhythm
	Tempo, adagio, presto, accelerando, crescendo
	groove

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>Warm up songs</u></p> <p>Hello Everyone – Paul Wilcox</p> <p>Warm up games and rhymes</p>	<p>.Charanga – In the Groove</p>

		<p><b><u>To perform</u></b> Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>• Make and control fast and slow sounds, using instruments</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><b><u>To transcribe</u></b></p> <ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance</li> </ul>	<p>Call and response songs</p> <p><b>Rhythm / pulse games</b> Pass an instrument and improvise a rhythm for everyone to copy.</p> <p><b><u>Listening and creative music based on Jazz – Charanga In the groove Step 1</u></b></p> <p><b><u>Listen and appraise</u></b> Listen to the two songs that are in the blues style. Feel the pulse of the music and compare the two songs ( eg instruments, rhythms)</p> <p><b><u>Sing the song In the groove</u></b> Add a percussion part in the instrumental section: <b>1 2 3+ 4</b> Use 2 different instruments to make up this pattern dividing the group into 2. Maybe then extend to 3</p>	<p>Selection of percussion instruments</p>
2	1 hour	<p><b><u>To describe music</u></b></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> </ul> <p><b><u>To perform</u></b> Take part in singing, accurately following the melody.</p> <p><b><u>To Compose</u></b> Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p><b><u>Warm up songs and games</u></b> <b><u>Hello Everyone – Paul Wilcox</u></b> Have you brought your whispering voice? Warm up rhyme This train is bound for glory</p> <p><b>Rhythm / pulse games</b> Pass an instrument and improvise a rhythm for everyone to copy. Bungalow game.</p> <p><b><u>Charanga In the groove Step 2</u></b> <b><u>Sing the song In the groove</u></b></p>	<p>Maracas Claves</p>

			Add instrumental parts Untuned play the rhythm 1 2 3+ 4	
3	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>* Recognise the difference between pulse and rhythm</li> </ul> <p><u>To perform</u></p> <ul style="list-style-type: none"> <li>* Take part in singing, accurately following the melody.</li> <li>* Follow instructions on how to clap/sing play an instrument</li> <li>*.Know when to play, stop and start.</li> </ul>	<p><u>Warm up songs and games</u> Hello Everyone – Paul Wilcox Have you brought your whispering voice? Warm up rhyme This train is bound for glory</p> <p><u>Rhythm / pulse games</u> Rhythm Rap Introduce some rhythmic notation to fit in with ‘I am in the Groove’</p> <p><u>Listening and creative music based on Jazz – Charanga In the groove Step 3</u> <u>Listen and appraise</u> Listen to the two songs that are in the Latin style. Feel the pulse of the music and compare the two songs ( eg instruments, rhythms) <u>Improvise games</u> on the improvise track. <u>Sing the song In the groove</u> Use body percussion to tap out the rhythm to I am in the groove. 2. glockenspiels play a pulse using the notes C and D Divide the class half and half – then swop over</p>	<p>Charanga – In the Groove</p> <p>Glockenspiels</p>
4	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>To perform</u></p>	<p><u>Warm up songs and games</u> Hello Everyone – Paul Wilcox Have you brought your whispering voice? Warm up rhyme This train is bound for glory</p>	<p>Charanga – In the Groove</p> <p>Glockenspiels</p>

		<p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>• Make and control fast and slow sounds, using instruments</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><b>Assess:</b></p> <ol style="list-style-type: none"> <li>1. Can they find the pulse.</li> <li>2. can they copy rhythms</li> <li>3. Can they follow visual instructions of when to play their instrument</li> </ol>	<p><b><u>Listening:</u></b> Listen to music inspired by travel -Sing up Trains unit.</p> <p>Describe the tempo</p> <p><b><u>Sing the song In the groove</u></b></p> <p>Use body percussion to tap out the rhythm to I am in the groove.</p> <p>Walk around feeling a steady pulse with their feet and clapping the rhythm over the pulse</p> <p><b><u>Play your instruments</u></b> Play the glockenspiels following the pulse using the notes C and D: CCC, CCC,CCC, DDC (have on the board to follow)</p> <p><b><u>Improvise</u></b> using the instruments:</p>	
5	1 hour	<p><b><u>To perform</u></b></p> <p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>• Make and control fast and slow sounds, using instruments</li> </ul> <p><b><u>To compose</u></b></p> <p>*.Explore the expressive use of sounds. Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p>	<p><b><u>Warm up songs and games</u></b></p> <p><b><u>Hello Everyone – Paul Wilcox</u></b></p> <p>Have you brought your whispering voice?</p> <p>Songs about trains and transport</p> <p>Chinese New Year song</p> <p><b><u>Listening –</u></b> Listen to the Little train of Caipira. Describe the changes in tempo. (Sing up ppt slide 8)</p> <p><b><u>Composition work</u></b></p> <p>Create their own train journey using instruments to imitate the sound of the train – the wheels, the steam and the engine getting faster /</p>	<p>Tambourines</p> <p>Claves</p> <p>Maracas</p> <p>scrapers</p>

		*Use sounds to illustrate a story, adding expression.	slower. ( <i>accelerando</i> ) Maybe the train has to put the breaks on. Practise performing and record	
6	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>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> <li>Make and control fast and slow sounds, using instruments</li> </ul> <p><u>To compose</u></p> <p>*.Explore the expressive use of sounds. Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p>	<p><u>Warm up songs and games</u>  <u>Hello Everyone – Paul Wilcox</u>  Have you brought your whispering voice?  Songs about trains and transport</p> <p><u>Listening –</u> Listen to Elgar the Wagon passes ( Sing up ppt from slide 11)</p> <p>Describe changes in dynamics and explore getting louder and quieter with body percussion –  <i>crescendo/diminuendo</i>  Recap on changes in tempo –  <i>accelerando</i></p> <p>Look at 3 rhythms/sounds to represent the train. Practise each and layer then – build up a train soundscape.</p>	<p>Tambourines</p> <p>Claves</p> <p>Maracas</p> <p>scrapers</p>