



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Rhythmic Notation Create and improvise rhythms.	1	Summer 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 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>Play short rhythmic phrases</li> <li>Create my own rhythm patterns as an 'answer' to a question.</li> <li>Use symbols to represent a composition and follow in a performance using body percussion</li> </ul>
Vocabulary	Pulse, pitch
	Crotchet, quaver, rest ( slug, spider, worm, shh)
	Rhythm, pattern
	compose

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately</p>	<p><u>Warm up songs</u></p> <p>Hey hey look at me Knee knee clap clap</p> <p><u>Topic songs:</u></p>	Selection of percussion

		<p>following the melody.</p> <p>Play short rhythmic phrases.</p> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune and follow with body percussion</li> </ul>	<p>London's Burning 1666 – The Great Fire London. <a href="https://www.youtube.com/watch?v=J5eVlKWSHAA">https://www.youtube.com/watch?v=J5eVlKWSHAA</a></p> <p><b><u>Pulse</u></b></p> <p>Play along with the Easter you tube video</p> <p><a href="https://www.youtube.com/watch?v=y37jIRSR9bA">https://www.youtube.com/watch?v=y37jIRSR9bA</a></p> <p><b><u>Rhythm work / Improvising</u></b></p> <p><b><u>What is rhythm? – charanga toolkit</u></b></p> <p>Clap patterns on the cards / board</p> <ul style="list-style-type: none"> <li>Recap on rhythms previously learnt</li> </ul> <p>Improvising rhythms – questions and answers with a partner.</p>	<p>instruments – untuned and tuned,</p>
2	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <p>Play short rhythmic phrases.</p> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune and follow with body percussion</li> </ul>	<p><b><u>Warm up songs</u></b></p> <p>Hey hey look at me Warm up and stomp canon Knee knee clap clap</p> <p><b><u>Topic Songs:</u></b></p> <p>London's burning 1666</p> <p><a href="https://www.youtube.com/watch?v=J5eVlKWSHAA">https://www.youtube.com/watch?v=J5eVlKWSHAA</a></p> <p>BBC school radio songs</p> <p><a href="http://www.bbc.co.uk/teach/school-radio/history-ks1-ks2-the-great-fire-of-london/z4bft39">www.bbc.co.uk/teach/school-radio/history-ks1-ks2-the-great-fire-of-london/z4bft39</a></p> <p><b><u>Listening</u></b></p> <p>Listen to some old medieval music from around 1666 and the instruments used at that time.</p> <p><b><u>Rhythm work / pulse</u></b></p> <p>Uptown Funk body percussion</p> <p>Clap patterns on the cards / board</p>	<p>Selection of percussion instruments</p> <p>le claves</p>
3	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately</p>	<p><b><u>Warm up songs and games</u></b></p> <p>Hey hey, look at me Warm up and stomp canon Knee knee clap clap.</p>	<p>Claves</p>

		<p>following the melody</p> <p>Play short rhythmic phrases</p> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune and follow with body percussion</li> </ul>	<p><b>Topic songs:</b></p> <p>London's burning 1666</p> <p>BBC school radio songs</p> <p><b>Rhythm work / pulse</b></p> <p>Uptown Funk body percussion</p> <p>Forbidden rhythm game</p> <p>Clap rhythm patterns using slug, spider, worm to help.</p> <p>Introduction to rhythm reading</p> <p>Stage 1 video</p>	
4	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <p>Play short rhythmic phrases</p> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune and follow with body percussion</li> </ul>	<p><b>Warm up songs</b></p> <p>Warm up and stomp canon</p> <p>Sing a rainbow (with Makaton)</p> <p><b>Topic songs:</b></p> <p>London's burning 1666</p> <p>BBC school radio songs – rebuilding London</p> <ul style="list-style-type: none"> <li>Add some body percussion to create a sound picture.</li> </ul> <p><b>Rhythm and Pulse</b></p> <p>Body percussion – We don't talk about Bruno.</p> <p><a href="https://www.youtube.com/watch?v=9G8B60Fe_PO">https://www.youtube.com/watch?v=9G8B60Fe_PO</a></p> <p>Forbidden rhythm game</p> <p>Clap rhythms using slug, spider, worm to help</p> <p>Introduction to rhythm reading</p> <p>Stage 1 video</p> <p><a href="https://www.youtube.com/watch?v=4vZ5mlfZlqk">https://www.youtube.com/watch?v=4vZ5mlfZlqk</a></p>	Claves
5	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p>	<p><b>Warm up songs</b></p> <p>Dipidu</p> <p>Sing a rainbow (with Makaton)</p> <p><b>Rhythm and pulse</b></p> <p>Body percussion</p> <p>Forbidden rhythm game</p>	<p>Claves</p> <p>Maracas</p> <p>Wooden blocks</p>

		<p>Play short rhythmic phrases</p> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune and follow with body percussion</li> </ul>	<p>Clap some rhythms</p> <p><u>Topic songs:</u> London's burning BBC school radio songs</p> <p><u>Creative music – Rebuilding London</u> Recap on the sound picture last week using body percussion. This week use instruments: maracas, wooden blocks, tambours, claves, cymbals</p>	<p>Tambours cymbals</p>
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 compose</u></p> <ul style="list-style-type: none"> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<p><u>Warm up songs</u> Sing a rainbow (with Makaton) Whatever the weather gokidmusic.com/videos If I were a butterfly</p> <p><u>Rhythm and pulse work</u> Body percussion – from Encanto Clap rhythm patterns. Call and response (Question and answer rhythms) – create their own responses to the question: What is favourite toy?</p> <p><u>Topic songs / BBC school radio – Great Fire of London.:</u> Part 3 9min 15 – listen to the church bells – listen to the pitch.</p> <p><u>Sing</u> Ring the bells of London (Oranges and lemons) Create bell patterns on chime bars glockenspiels and hand bells</p>	<p>Chime bars Glockenspiels Hand bells.</p>
7	1 hour	<p><u>To perform</u> Take part in singing, accurately following the melody. Play short rhythmic phrases</p>	<p><u>Warm up songs</u> Sing a rainbow (with Makaton) Whatever the weather gokidmusic.com/videos If I were a butterfly</p> <p><u>Rhythm and pulse work</u> Clap rhythm patterns.</p>	<p>Claves</p>

		<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>Call and response (Question and answer rhythms) – create their own responses to the question: What is favourite toy?</p> <p>Sing Bungalow – putting in their own rhythm patterns and improvising</p>	