

Medium Term Plan for Music

Y1- Autumn 2

Pulse and Rhythm (Kapow)

Class Text:

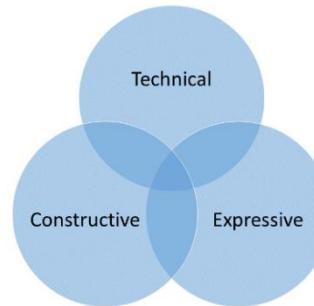
Poppy and Mozart by Magali Le Huche



Topic Outcome: Children will understand difference between pulse and rhythm and can perform examples verbally and using body percussion and untuned percussion.

The Pillars of Progression

Technical- competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab



Constructive- Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

Expressive- Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.

Performing composing and listening



Composer

Mozart

Mozart was an Austrian composer, instrumentalist and music teacher. At the age of 4 Mozart began playing a keyboard. At age 5 he composed his own pieces. A year later his father began taking him and his sister to perform at concerts in Europe. Mozart played the violin, organ, piano and harpsichord. Mozart wrote more than 600 musical works, all of the very highest quality.

Hook:

Children will introduce themselves to the class and share their favourite animals, colours, foods and names by clapping and maintaining a pulse.

Topic Reflection: Children will perform their taught skills to the Foundation Stage pupils.

Vocabulary of Interrelated Dimensions

Pulse- the regular heartbeat of the music. Steady beat.

Rhythm- long and short sounds or patterns that happen over the pulse.

Pitch- high and low sounds.

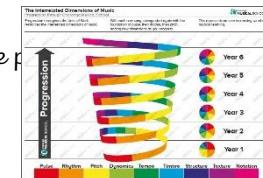
Tempo- speed of the music- fast, slow or in-between.

Dynamics- how loud or quiet the music is.

Timbre- all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)

Texture- layers of sound working together to make music very interesting to listen to.

Structure- every piece of music has a structure (e.g. introduction, verse, chorus, ending)



- Mozart - String Serenade No.13 "Eine Kleine Nachtmusik" in G Major, KV525 - 1st Movement - YouTube
- Mozart - Symphony No. 41 in C, K. 551 [complete] (Jupiter) - YouTube
- The Magic Flute: Overture - Wolfgang Amadeus Mozart - YouTube
- Mozart - Requiem in D minor (Complete/Full) [HD] - YouTube
- Mozart Clarinet Concerto in A major K 622 (Full) - YouTube



Previous Knowledge, skills and understanding

Singing nursery rhymes

Using voices in different ways (whispering, speaking, singing)

Attributing simple movements and dance to music

Knowledge of some simple nursery rhymes

Understand that music can affect the way you feel.



	<u>Pillar of Progression</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and language structures.</u>
Lesson 1	Listening and performing	LO: Use my voice and hands to make music.	Use row, row, row your boat to clap the beat and the rhythm. Play the my name game. My name is...hello... Address misconception (rhythms not pulse). Whole class- we are year one and we have a lot of fun. Learn the favourite foods song. (I like chocolate, yum yum yum). Clap the pulse to twinkle twinkle to bring the session to a close.	I can clap the rhythm of my name. I can clap in time to music. I can sing in a group or on my own.	Pulse, rhythm. The pulse is... Rhythm is... I think my performance was...
Lesson 2	Composing, performing and listening.	LO: Clap and play in time to the music.	Children will play the my name game and repeat beat and rhythm learning (play in groups to assess) Children to find the pulse in 'you've got a friend in me' Practise using untuned and body percussion to keep the pulse.	I can clap the rhythm of my name. I can clap in time to the music. I can sing in a group or on my own. I can play a pulse on untuned percussion.	Pulse, rhythm, tempo, untuned percussion The pulse is... Rhythm is... I think my performance was...

			<p>Talk about friends and introduce 'This is kate...we are friends'. Swap and show different partners before whole class.</p> <p>Clap a pulse of 1,2,3,4 and gradually increase the speed (tempo) of the claps. Check if children can copy back and bring to a close.</p>		
Lesson 3	Performing Listening	LO: Play simple rhythms using body percussion.	<p>Play the my name game. Listen to can't stop the feeling and clap the pulse.</p> <p>Children play untuned and body percussion to the pulse.</p> <p>Talk about the difference between pulse and rhythm and how this makes the music more interesting.</p> <p>Play the may name is game and demonstrate using pulse and rhythm (internalised pulse- thinking voice) (will be a continuous learning pattern)</p>	<p>I can play the rhythm of my own name and a friend's name.</p> <p>I can clap in time to the music.</p> <p>I can begin to hold the pulse.</p>	<p>Pulse, rhythm, tempo</p> <p>The pulse is...</p> <p>Rhythm is...</p> <p>I like the music because...</p> <p>I don't like the music because...</p> <p>I think my performance was...</p>
Lesson 4	Listening and composing	LO: Listen and repeat short rhythmic patterns.	<p>Children will play the my name is game.</p> <p>Listen to the happy song and clap back. Can the children identify if they are clapping the pulse or rhythm?</p>	<p>I can hear rhythmic patterns.</p> <p>I can repeat short rhythmic patterns.</p> <p>I can play in time to the music.</p> <p>I can create a rhythm.</p>	<p>Pulse, rhythm</p> <p>The pulse is...</p> <p>Rhythm is...</p> <p>I like the music because...</p> <p>I don't like the music because...</p>

			<p>Use body percussion and untuned instruments to create a pulse and others to copy. Children play the rhythm of their favourite animal. Other to guess using the rhythm what it could be.</p> <p>Finish with clapping the pulse to 'I'll be there for you'.</p>		<p>There are ... claps in my animal.</p> <p>I think my performance was...</p>
Lesson 5	Listening Constructive	LO: Understand the difference between pulse and rhythm.	<p>Children to play the name game.</p> <p>Children to listen to a range of songs and clap the pulse and rhythm in groups.</p> <p>Change the tempo to support.</p> <p>Play the favourites game to wrap up.</p>	<p>I can play the pulse.</p> <p>I can play a rhythm.</p> <p>I can create a rhythm.</p>	<p>Pulse, rhythm</p> <p>The pulse is...</p> <p>Rhythm is...</p> <p>I like the music because...</p> <p>I don't like the music because...</p> <p>There are ... claps in my animal.</p> <p>I like ... because of the fast/slow pulse.</p> <p>I do not like ...because of the high/low pitch.</p> <p>I think my performance was...</p>
Lesson 6	<p>Performance to FS2- teach the FS2 children the 'my name is' game and perform holding a beat to a range of familiar songs.</p>				
Endpoints:	<p>Knowledge, skills and understanding:</p> <p>Understand difference between Pulse and Rhythm</p> <p>Clap their name in time to a beat.</p> <p>Claps a pulse of different tempos.</p> <p>Repeat short rhythmic patterns.</p> <p>Create a rhythm.</p> <p>Sing in a group.</p>				

Begin to know the difference between pulse and rhythm by ear.
Perform examples of Pulse and Rhythm vocally, body percussion and untuned percussion