

Topic: Keeping the Pulse (My Favourite Things)

National Curriculum Objectives which are covered in this unit:

- 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

Model Music Curriculum areas which are covered in this unit:

- Singing
- Performing
- Listening
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Finding the Pulse <i>Learning how to feel the pulse and rhythm in music using parts of the body.</i></p> <p>LO: To demonstrate an understanding of pulse using parts of the body.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can sway to the pulse. • I can tap a pulse. • I can clap a sound pattern. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: clapping the rhythm of their name in time on their turn; swaying, nodding or tapping in time to show the pulse. Pupils working at greater depth indicated by: verbalising how they move their body differently to show pulse and rhythm; speaking and moving to the pulse at the same time.</p>	<p>Lesson 2 – Singing a Sound Pattern <i>Learning to show rhythms and keep the pulse using bodies and voices.</i></p> <p>LO: To keep a pulse and show a sound pattern using bodies and voices.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can keep the pulse with my body. • I can sing a sound pattern while keeping a steady pulse. • I keep the pulse without using my voice. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: keeping the pulse using their body; singing the rhythm while keeping the pulse; keeping the pulse without using their voice. Pupils working at greater depth indicated by: moving their body and singing at the same time to show the two different elements accurately; responding to tempo changes.</p>	<p>Lesson 3 – Using a Thinking Voice <i>Internalising the pulse when listening to music.</i></p> <p>LO: To explore using a thinking voice to show the pulse.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can point to the pulse while speaking a sound pattern. • I can show I am using my thinking voice by not speaking while keeping the pulse. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: saying their name in a rhythm in time with the pulse. Pupils working at greater depth indicated by: pointing to the pulse correctly while saying a rhythm on top; using names of different lengths to create different rhythms while keeping the pulse silently.</p>	<p>Lesson 4 – Reading Sound Patterns <i>Listening out for and responding to rhythms.</i></p> <p>LO: To play short rhythms in time with the pulse.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can read and interpret simple sound patterns. • I can use a percussion instrument to play simple sound patterns. • I can keep the pulse while playing a sound pattern. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: reading and copying rhythms based on word patterns using an instrument; keeping the pulse while playing a rhythm. Pupils working at greater depth indicated by: making up rhythms without a verbal stimulus (i.e. not based on words); playing the rhythm while keeping the pulse.</p>	<p>Lesson 5 – Practice Makes Perfect <i>Identifying and performing the pulse and rhythm to highlight their differences.</i></p> <p>LO: To demonstrate an understanding of pulse through a performance.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use my body to show the pulse. • I can use my thinking voice to keep the pulse. • I can use an instrument to play a pattern. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: showing the pulse with their body; using an instrument to copy a rhythm; keeping the pulse accurately without vocalising this; following instructions during a performance. Pupils working at greater depth indicated by: making up rhythms without a verbal stimulus (i.e. not based on words); confidently demonstrating the difference between pulse and rhythm using an instrument.</p>
<p>Prior learning</p>	<p>EYFS: Exploring Sound</p>			

	<p>Celebration Music Music and Movement Musical Stories Transport Big Band</p>		
Future learning	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Year 1: Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea) Year 2 Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me) Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India) Year 4 Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Traditional Instruments and Improvisation (Theme: India)</p> </td> <td style="vertical-align: top;"> <p>Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p> </td> </tr> </table>	<p>Year 1: Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea) Year 2 Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me) Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India) Year 4 Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Traditional Instruments and Improvisation (Theme: India)</p>	<p>Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>
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Key vocabulary to be explicitly taught	Pulse; singing voice; speaking voice; thinking voice		
Cross-curricular links	<p>English – Writing Clapping the syllables in their name and other words. PE Dancing in response to music.</p>		
Enrichment	Rocksteady Feel Good Friday Spring 2 – 7 th March: The Rhythm Clock game		
Useful websites/resources	<p>Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday</p>		