

Topic: Tempo (Snail and Mouse)

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 – Snail and Mouse <i>Moving expressively in response to music and demonstrating a contrast in speed using bodies and voices.</i></p> <p>LO: To use voices and bodies expressively, while exploring tempo.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can move my body in different ways when music is played. • I can use my voice to start to reflect different music speeds. • I can use my body to start to reflect different music speeds. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: demonstrating slow and fast with their bodies and voices. Pupils working at greater depth indicated by: identifying other children who successfully show differences in speed using either bodies or voices.</p>	<p>Lesson 2 – Exploring Rhyme <i>Using a rhyme to explore playing fast and slow beats using instruments.</i></p> <p>LO: To practice a rhyme using fast and slow beats on instruments.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use my voice to say a rhyme. • I can say “Ready, steady, off we go,” using slow and fast beats. • I can use fast and slow beats when saying a rhyme. • I can use an instrument to demonstrate fast and slow beats. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: demonstrating fast and slow beats while saying a rhyme and using an instrument. Pupils working at greater depth indicated by: leading a partner when saying “Ready, steady, off we go”; can identify when other children are demonstrating a fast or slow beat using an instrument.</p>	<p>Lesson 3 – Singing Snail and Mouse <i>Exploring using fast and slow singing voices.</i></p> <p>LO: To use voices to perform a song with a fast and slow beat.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explore fast and slow beats. • I can use a singing voice. • I can perform a song showing fast and slow beats. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: performing the song using a singing voice; using fast and slow beats. Pupils working at greater depth indicated by: leading the paired activity by using non-verbal communication (eye contact, visibly keeping the beat with their voice and body).</p>	<p>Lesson 4 – Performing Snail and Mouse <i>Performing fast and slow beats with singing and instruments.</i></p> <p>LO: To use singing voices and an instrument to perform a song with a fast and slow beat.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use my singing voice to sing fast and slow beats. • I can use my instrument and voice to perform a song with fast and slow beats. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: performing using a singing voice and with an instrument; demonstrating fast and slow beats. Pupils working at greater depth indicated by: demonstrating fast and slow beats correctly, including at the end of a phrase with their voice, instrument and on the heart mat, without the support of the whole group.</p>	<p>Lesson 5 – The Story of Snail and Mouse <i>Performing a simple song within the context of a story.</i></p> <p>LO: To demonstrate fast and slow beats within the context of a story.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use my singing voice to play fast and slow beats. • I can use my body to play fast and slow beats. • I can use my instrument to play fast and slow beats. • I can sing and play at the correct time in a story. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: demonstrating with a singing voice and instrument slow and fast beats in the appropriate place of a story. Pupils working at greater depth indicated by: leading “Ready, steady, off we go,” for the class at the correct speed, perform singing and playing without the support of the class.</p>
<p>Prior learning</p>	<p>EYFS Exploring Sound</p>			

	<p>Celebration Music Music and Movement Musical Stories Transport Big Band Year 1 Keeping the Pulse (Theme: My Favourite Things)</p>		
Future learning	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Year 1 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)</p> </td> <td style="vertical-align: top;"> <p>Year 4: Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Adapting and Transposing Motifs (Theme: Romans) 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) 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’ Song2</p> </td> </tr> </table>	<p>Year 1 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)</p>	<p>Year 4: Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Adapting and Transposing Motifs (Theme: Romans) 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) 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’ Song2</p>
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Key vocabulary to be explicitly taught	Beat; contrast; expressive; fast; singing voice; slow; speaking voice; warm up		
Cross-curricular links	<p>English – spoken language Repeating a section of a song from memory, justifying choices. English – reading Making music to tell a story. PE Moving like certain animals.</p>		
Enrichment	<p>BBC Ten Pieces: Composer: Marianne von Martinez – Sinfonie in C major (1st movement) Rocksteady Feel Good Friday Autumn 1 – 11th October: Musical Toolkit section on Tempo</p>		
Useful websites/resources	<p>Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday</p>		