

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Music Year Group: 5		Area of learning: Exploring duration: exploring in beat and off beat rhythms
Links to previous work/Remember when	<p>Children will be expected to develop their skills and understanding through activities in previous key stages:</p> <p>Moved to music with a strong pulse.</p> <p>copied and created strong rhythmic patterns.</p> <p>begin to recognise and control pitch with their voices.</p> <p>have experience of unpitched instrument.</p> <p>sung a range of songs.</p>	
Term	Year 5	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<p>how to maintain the pulse using the voice and body.</p> <p>the difference between on and off beats.</p> <p>understand syncopated rhythms.</p> <p>explore ostinatos.</p> <p>understand polyrhythms.</p> <p><u>Key objectives taken from progression of skills Music document</u></p>

Vocabulary

pulse, rhythm, duration, sub-divide, beat, body percussion, vocal percussion, on and off the beat, improvise, syncopated rhythms, rhythm syncopa, musical notation stress notes, rhythm girds, ostinato, polyrhythms

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>To understand how to maintain the pulse using the voice and body.</p> <p>Warm up voices: Lemon lime, keep in time. Make it neat, feel the beat. Not too fast, not too slow. Keep it steady, go, go, go!</p> <p>Accompanying above warm up with clapping the rhythm, keeping the pulse with feet, putting the rhythm into our shoulders,</p> <p>Explore pulse and rhythm.</p> <p>Use body percussion to maintain a pulse.</p> <p>Compose your own pattern.</p> <p>Subdivide our own patterns.</p>

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	<p>https://classroom.thenational.academy/lessons/to-understand-how-to-maintain-the-pulse-using-the-voice-and-body-60up2d</p>
2	<p>To understand the difference between on and off beats. Warm up voices - series of vocal exercises e.g ch, ch, ch , ch and Whoa, splat! Perform on and off the beat. Perform with a track. Alternate between in and off beats.</p> <p>https://classroom.thenational.academy/lessons/to-understand-the-difference-between-on-and-off-beats-crr3gd</p>
3	<p>To explore on and off beats in different musical styles. Warm up and recap learning so far Explore the roles of a jazz ensemble. Recognise on and off beats in other pieces of music</p> <p>https://classroom.thenational.academy/lessons/to-explore-on-and-off-beats-in-different-musical-styles-chj32c</p>
4	<p>To understand syncopated rhythms. Warm up. Learn a traditional song from Nigeria. Explore reading syncopated rhythms. Compose own syncopated rhythms</p> <p>https://classroom.thenational.academy/lessons/to-understand-syncopated-rhythms-70u34t</p>
5	<p>To explore ostinatos. Warm up: perform a welcome song, 'Funga Alafa' Explore ostinatos - perform an ostinato. Perform a song with ostinato: Canoe Song. Don't clap this one back!</p> <p>https://classroom.thenational.academy/lessons/to-explore-ostinatos-6wvk8t</p>
6	<p>To understand polyrhythms. Warm ups: don't clap this one back! Learn the meaning of polyrhythms. Perform a polyrhythm. Compose own polyrhythm</p> <p>https://classroom.thenational.academy/lessons/to-understand-polyrhythms-6rv64t</p>

Learning Outcome/product

Perform polyrhythm for Canoe Song with 4 parts: melody, ostinato, clapping according to rhyme grids (using both on and off beat rhythms) and using rhyme grids to show the beat. Choosing at least 2 of the parts.

Assessment records

List only those children who have not achieved the expected outcomes.

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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question