

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: Music Cycle A Year Group: 1/2 (Year 2 objectives)		Area of learning: Oak Academy - Rhythm L1, 2, 4, 6	
Links to previous work/Remember when	To easily recognise the pulse of a piece of music and to be able to clap along to its beat..		
Term: Spring 1 2023	Year 1/2	Key Skills to be taught (<i>Oak Academy Y2</i>)	
What the children should know at the end of this series of lessons	How pulse, rhythm and pitch work together.	1. What rhythm is (not pitched) 2. How to draw a graphic notation grid that shows a 4-bar rhythm	

Vocabulary

Pulse, beat, rhythm, pitch, melody, tempo, dynamics, timbre, texture, structure.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Finding the pulse In this lesson, we will be learning about pulse and how to find it in a piece of music. You will practise tapping the pulse along to a piece of music and compose your own body percussion pulse pattern.</p> <p>https://classroom.thenational.academy/lessons/finding-the-pulse-6tgkae</p> <p>L.O. Listening and Appraising: To recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p> <p>Composing: To begin to use symbols to represent sounds.</p>

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2	<p>Finding the pulse in a song.</p> <p>In this lesson, we will find the pulse in a piece of music. We will use symbols and recognise patterns between words and sounds.</p> <p>https://classroom.thenational.academy/lessons/finding-the-pulse-in-a-song-68r3ed</p> <p>As with last term, a good idea for this would be some graphic notation; children (Ts) to draw 4x4 boxes for the children to draw a rhythm e.g. 1 beat clap = cheese 2-beat clap = choc-late 3-beat clap = fish and chips Alternatively, you could get them to draw dots in each box and then line them up (a bit like a heartbeat) so they can see the pattern of the pitch.</p> <table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>L.O. Composing: To explore different instruments and ways of making a sound with them. To begin to use symbols to represent sounds.</p>												
4	<p>Using symbols to represent sounds</p> <p>In this lesson, we will review what pulse and rhythm are. We will learn to use musical notation symbols to represent different rhythms and learn some new songs.</p> <p>https://classroom.thenational.academy/lessons/using-symbols-to-represent-sounds-60rp2r</p> <p>Adding some body percussion would be good here. e.g.</p> <p>https://www.youtube.com/watch?v=2X8haXltkt4 Body Percussion Beat Beginner Tropic by Anno Domini Beats</p> <p>https://www.youtube.com/watch?v=kqof84_WR1s I Just Can't Wait to Be King</p>												

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	<p>https://www.youtube.com/watch?v=kyUpZBVzD1I We Don't Talk... - Body Percussion</p> <p>L.O. Listening and Appraising: To recognise clear changes in sounds (pitch, tempo, volume) and <u>musical patterns</u>.</p> <p>Composing: To begin to use symbols to represent sounds.</p>
6	<p>Composing a rhythm In this lesson, we will review pulse and rhythm. We will use musical notation symbols to recognise different songs and play rhythm games. We will then consolidate all of our learning in this unit by composing our own four bar rhythm and completing an end of unit quiz.</p> <p>https://classroom.thenational.academy/lessons/composing-a-rhythm-64wk8e</p> <p>L.O.s Composing: To begin to use symbols to represent sounds.</p> <p>Composing: To explore different instruments and ways of making a sound with them.</p> <p>Singing and Performing: To perform an audience.</p>

Learning Outcome/product:

- To be able to recognise the differing rhythms in a piece of music.
- To be able to listen to a piece of music and use body percussion to accompany it.
To write their own 4-bar rhythm and perform it.

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

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

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End of unit assessment question
Which was your favourite part - body percussion or learning to write your own rhythm?