

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Music Cycle B Year Group: 1/2		Area of learning: Rhythm and Tempo
Links to previous work/Remember when	Listening to a beat (pulse) and clapping along to it. Singing a nursery rhyme and clapping along to it.	
Term	Year 1/2	Key Skills to be taught
Autumn 1 2023 What the children should know at the end of this series of lessons	How pulse, rhythm and pitch work together.	Revision term: Musical Knowledge: <ol style="list-style-type: none"> 1. Children can explain what dynamics are and understand the Italian meaning 2. Children can name musical symbols and words and start to associate meanings to them. To understand what pulse and metre mean and to maintain a pulse and identifying strong beats 3. Creating simple patterns 4. Understanding how sound is represented by symbols 5. Physicalising pulse in different ways 6. How many beats in a bar

Vocabulary

- ❖ *Pulse*
- ❖ *Rhythm*
- ❖ *Pitch*
- ❖ *Duration*
- ❖ *Tempo*
- ❖ *Beat*
- ❖ *crotchet*
- ❖ *quaver*
- ❖ *minim*
- ❖ *semibreve*
- ❖ *rest*

Sequence of learning	Objectives and suggested details provided by subject leader.
1	Singing using dynamics - singing quietly/softly (piano) and loudly (forte) (cross-curricular with PSHE & Geography)

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	<p>https://www.youtube.com/watch?v=aSFvJbSQdA4 The Boundaries Song - "That's a Boundary."</p> <p>https://www.youtube.com/watch?v=0076ZF4jg3o Kids Feelings and Emotions SONG Animation with A Little SPOT</p> <p>https://www.youtube.com/watch?v=K6DSMZ8b3LE Seven Continents Song</p> <p>https://www.youtube.com/watch?v=X6BE4VcYngQ Five Oceans Song</p> <p>Learning Objective: Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Learning Outcome: I can use my voice to sing songs. I can use my voice to sing quietly (piano) or loudly (forte).</p>
2	<p>Musical knowledge: Playing instruments and singing.</p> <p>This lessons will be all about picking up musical instruments, having a feel of them, having a go at playing them and how they sound and using them to accompany a song.</p> <p>Start with https://www.youtube.com/watch?v=Us8BR_6edmE which explains playing to a beat.</p> <p>Then, once the children are a little more confident, they can play to https://www.youtube.com/watch?v=T65paCI5-UU How Are You Feeling Song.</p> <p>This song is in 4-time, counting a steady 4 beats and then repeating it.</p> <p>Teacher to model the tapping/shaking/playing of an instrument first to the song melody, then the children are to join in.</p> <p>Learning Objective: To play tuned and untuned instruments musically. To use their voices expressively and creatively by singing songs.</p> <p>Learning Outcome: I can play pitched and non-pitched classroom instruments and play them as an accompaniment to a song.</p>
3	<p>Starting one type of graphic notation.</p> <p>First of all, we are going to be looking at copycat rhythms.</p>

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	<p>Teacher to clap a basic rhythm and the children are to clap it back correctly.</p> <p>Next, show the children the 'Copycat Rhythms' poster that is in the MTP Autumn 2023-24 folder, clapping jelly on a plate, red lorry, Christmas tree and lollipop, again, getting the children to clap the rhythms back. Show the children that there are sticks that show the rhythm that they've clapped. Repeat the rhythms again.</p> <p>Q - Can they clap their name rhythms? Q - Using a mini whiteboard, can the children, using stick notation, draw their names using sticks?</p> <p>Give the children the 3-beat frame graphic notation box sheet and on the first line to draw the sticks of their favourite copycat word. Then, on the second line, get them to draw their name, in sticks, onto the grid.</p> <p>If there is time, ask the children to think of another word that they could draw graphic sticks to and a partner has to try and guess, by being given clues, what the word is.</p> <p>Learning Objective: To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Learning Outcomes: I can use simple stick graphic notation to create a basic rhythm.</p>
4	<p>L4: Using graphic notation</p> <p>In this lesson, we will learn how sounds can be represented by symbols and how to read the symbols to create our own sound patterns.</p> <p>Recap last week's lesson, using stick notation.</p> <p>Explain that this week, we are going to be using different parts of our bodies to make a graphic notation grid, using scissors and sticking the pictures of the parts of our bodies onto the grid.</p> <p>(The 4-bar grid and the cut out body parts are in the MTP KS1 Autumn folder.)</p> <p>Once the children have pasted their pictures onto the grid squares, they are to have a go at 'playing' the body parts rhythm.</p>

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	<p>Ask for some to be performed to the class.</p> <p>Learning Objective: To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Learning Outcomes: I can use simple picture graphic notation to create a basic rhythm and perform it using parts of my body.</p>
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Learning Outcome/product: To be able to sing in pitch, to clap to a pulse and be able to draw basic stick and picture notation.

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

End of unit assessment question

Can you hear the pulse of a piece of music and clap along to it?
 Can you draw the graphic notation to the words 'fish and chips?' 😊