

Edward Peake C of E VC Middle School

Medium Term Plan









Subject: Music		Unit: Rhythm and notation		Term/Duration: Autumn 1		Year Group 5	
Prior Learning: <ul style="list-style-type: none"> • How to copy simple rhythms • How to work as part of a team • Musical notes have different values • Recognise some notes (crotchet, minim, quaver) 				Key Vocabulary: rhythm, crotchet, quaver, minim, time signature, pentatonic scale, beat,			
By the end of this unit, pupils will know/have experience of:							
<ul style="list-style-type: none"> • playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvising and composing music for a range of purposes • listening with attention to detail and recalling sounds with increasing aural memory • using and understanding staff notations 							
	Learning Objectives	Content			Assessment	Resources	SMSC
1	LO: To understand and be able to read simple musical notations	<p>Starter: Clap a short rhythm to each table in turn, getting the children to repeat the pattern back to you as a table. If appropriate, extend this by asking individuals to try it or as a pair clap a rhythm for your partner to copy.</p> <p>Main: Ask the children to draw any musical notes they know, their names and values in their rough books or on whiteboards Share answers for any correct answers and discuss, but concentrate on quavers, crotchets and minims. You could ask pupils to model correct answers on the board. On lined paper, make a record of correctly drawn notes, their names and values. (Support sheet may be needed for some pupils.)</p>			Teacher assess GNB work and feedback	Smart board White boards and pens/GNB Lined paper Music Folders Tags	Social: Can pupils work as a pair/group? Moral: can pupils take turns/follow classroom conventions? Spiritual: Is there an enjoyment from making music? Cultural: Why do we use staff

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	<p><u>Date</u> <u>Note Values</u></p> <p> = ½ beat, quaver 2 quavers together </p> <p> = 1 beat, crotchet</p> <p> = 2 beats, minim</p> <p>Give music folders and tags- pupils to write their name and class on top right hand corner of folder. Words in pen, notes in pencil, underlining with pencil and ruler.</p> <p>Introduce the idea of a time signature. We will start with </p> <p>Say that for the moment the bottom number will always be a 4 because that represents counting in crotchet beats. The top number is the important one for them, so 2 over 4 is 2 beats in a bar, 3 over 4 is 3 beats in a bar etc. How many ways are there of making a bar with 2 beats using the notes we have looked at? (More able pupils-you could encourage to use other note values, such as dotted notes and semiquavers, but only when they have exhausted the ways with quavers, crotchets and minims. Keep the quavers together as a pair. There are 5 possibilities:</p> <p></p> <p>Model correct rhythms and clapping them. Encourage clapping of minims to be either clap and hold</p>	<p>Marking folder work for accuracy before next lesson</p>		<p>notation for music?</p>
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(bounce) or clap and separate (clap, away). You could use words to say so rhythms are correct e.g. chips for crotchet, bur-ger for pairs of quavers, sauce for minims

Go around class asking each person to clap their first and last name (no nicknames, but shortened forms acceptable eg. Chris) Try this a few times, so that there is a smooth rhythm from person to person.

Can you get round the whole class? (This will also help the teacher to learn pupils' names!)

Demonstrate with your own name first Mr../Mrs../Miss....

Ask the children to think how many syllables each part of their name is – did they use one clap, two claps, three claps etc.?

Which of the 5 bars we wrote earlier fits their **first** name best?

Write it in GNB/white board with name underneath (split up any syllable with a hyphen. Which rhythm best fits their last name?

Draw a bar line after their first name and then write their surname rhythm with the words underneath.

Does anyone else that they know have the same rhythm exactly?

Copy checked versions onto back of file paper under the title:

Name Rhythms

Musical notation for the names 'Susan' and 'Thorn'. On the left is a 2/4 time signature. To its right are two musical notes: a quarter note for 'Su' and a quarter note for 'san', separated by a vertical bar line. To the right of the bar line is another quarter note for 'Thorn', followed by two vertical bar lines.

Su - san Thorn

Plenary: Clap some name rhythms and see if the children know whose rhythm it is or challenge them to clap different teachers' well known peoples' name rhythms (Dua Lipa, Justin Timberlake, Miss Linington etc)

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2	<p>LO: To further develop reading and writing notation skills To sort and name percussion instruments</p>	<p>Starter: Clapping name rhythms around the class. Tweak any inconsistencies/irregularities in clapping and model 'correct' version. Main 1: Write up a rhythm on the board or use bingo cards. Ask if anyone can have a go at clapping the rhythm. If anyone is successful, discuss with them their tactics/method. Explain that sometimes rhythms are easier to clap if names are put to each note. Eg. burger, chips, sauce. Now try to clap the rhythm/ use bingo card. Give each pair/table a written rhythm and a few minutes to work it out and rehearse. Perform rhythms to class. Discuss as appropriate.</p> <p>Main 2: In GNB/white board, write out numbers 1 to 10. Explain that you are going to play a variety of percussion instruments and they need to write down the name of each instrument (don't worry about spelling) and whether they think it makes a long sound, a short sound, or is capable of doing both. Play 10 instruments for the class to hear. Discuss answers and put any correct spellings on board.</p> <p>Give out folders and look again at the name rhythms they wrote last week. Do any DIRT necessary (green pen for written improvements, pencil for notes). Which instrument/s would be most appropriate for their name rhythm? Ask them to think about whether they need to play short, quick sounds or longer sustained sounds or a mixture. Are there any other percussion instruments they know which would also be appropriate? Establish how you would like instruments used, got out, put away and when the pupils can play - do you have a stopping signal etc. Try performing name rhythm work using instruments. Discuss any problems/successes arising. Tidy away instruments. Stress proper care of instruments/beaters. Plenary: Spot the rhythm using bingo cards. Teacher claps a rhythm and children spot which number rhythm it is. Say 'burgers' and 'chips' if extra help is needed.</p>	<p>Pupils and teacher to assess accuracy of rhythms - give immediate feedback.</p> <p>mark DIRT as appropriate - this could be done in the lesson as you circulate.</p>	<p>smart board</p> <p>GNB/white boards and pens</p> <p>Music folders</p> <p>Bingo cards</p> <p>untuned percussion</p>	<p>Social:How can we clap in time better? (listening and looking) Moral:Why do we need to look after the instruments carefully and store them carefully? Spiritual:How does working as a team make you feel? Cultural:Which part of the world do different percussion instruments come from and why (African - tend to be wooden and skin, Asian - often metal)</p>
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	<p>and that of others.</p>	<p>Think about the form of the music - How does it get started? Does it need a constant tempo/dynamic? Does your machine/robot have a particular function? At some point in the music all the people in the group need to be playing, but this does not have to happen all the way through.</p> <p>Reiterate methods for getting instruments out - safety and care. Reiterate how to work and practise in groups. Also think about targets set - what do you need to improve/include in this music?</p> <p>Stop from time to time to listen to good examples.</p> <p>Encourage children to make a note of the rhythms and melodies they decide to use in this composition from those looked at last week.</p> <p>Perform and record music - encourage extending music in different ways e.g. by using ABA form, by changing tempo/dynamics - does the machine/robot run out of fuel? Does it blow up? Does it just complete its task?</p> <p>Introduce evaluation sheets - some parts are for ticking - this could be done briefly as a plenary at the end of lesson 5 and then after the performance/recording in lesson 6. Comments on the back for improvement should be written in sentences, giving specifics. Have they achieved their targets? Can any of the RAGging be changed/upgraded on the Knowledge Organiser?</p>	<p>use of technique, musical form or additional musical ideas such as changes of tempo/dynamic</p>	<p>Evaluation sheets</p> <p>recording device</p>	<p>Spiritual: Can mechanical music inspire spirituality?</p> <p>Cultural: Do you think robots will change the world?</p>
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