



Subject: Music U	nit: Rhythm and notation	Term/Duration: Autumn 1	Year Group 5		
Prior Learning:		Key Vocabulary: rhythm, crotchet, quaver, minim, time signature,			
 How to copy simple rhythms 		pentatonic scale, beat,			
 How to work as part of a team 					
 Musical notes have different va 	llues				
 Recognise some notes (crotche 	et, minim, quaver)				
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By the end of this unit, pupils will know/have experience of:

- 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	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. 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.)	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 enjoyments from making music? Cultural: Why do we use staff





<u>Date</u> <u>Note Values</u>	Marking	notation for music?
= ½ beat, quaver 2 quavers together	folder work for accuracy before next	
= 1 beat, crotchet	lesson	
= 2 beats, minim		
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.		
Introduce the idea of a time signature. We will start with		
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 quvers, crotchets and minims. Keep the quavers together as a pair. There are 5		
Model correct rhythms and		
clapping them. Encourage clapping of minims to be either clap and hold		



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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













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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	LO: To further develop reading and writing notation skills To sort and name percussion instruments	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. 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. 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.	Pupils and teacher to assess accuracy of rhythms - give immediate feedback. mark DIRT as appropriate - this could be done in the lesson as you circulate.	smart board GNB/white boards and pens Music folders Bingo cards untuned percussion	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)



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3	LO: To compose and perform a	Starter: Bingo cards or challenge to write 2 bars/4bars of rhythm in		Bingo cards	Social:Can I work as a	
	rhythmic piece using name	Main: Rearrange the class by clapping their name rhythms. Clap one	Peer/teacher	smartboard	team member? Moral:What	
	rhythms	rhythm -	assess	GNB/whiteboa	are the morals	
		ask who has the same rhythm and sit them together. Try different rhythms and rearrange the whole class. If there are individuals with more tricky rhythms, sit		rds and pens	of group dynamics?	
		them with similar if not the same rhythm.		Folders	Spiritual:How does musical	
		Get each group to clap their rhythm 4 times in succession to check they are all		Untuned	performance	
		the same rhythm on that table. Try a whole class composition by bringing in each table in turn. Teacher acts as a conductor and each table continues with		percussion?	encourage spirituality?	
		their pattern until the conductor signals for them to stop. If appropriate get some of the children to act as conductor.		Recording device	Cultural:Why has the idea of	
		Split the class into groups of 4 or 5 which consist of one person from each table,		device	a conductor	
		so there are at least 3 or 4 different name rhythms in each group. Saying names and clapping/playing at the same time first and then trying to internalise			developed in European	
		by 'saying' the words in their heads. The children are to make up their own rhythmic piece using repetitions of their own name rhythm. Think about form –			Music?	
		are they going to start together, all clap/play 4 repetitions and then gradually				
		drop out? Are they going to perform as a 'Round' and each person claps/plays a set number of times before the next person comes in. Emphasize importance of				
		listening to others and keeping in time. Record if possible. (This activity can be done with or without instruments)				
		Perform compositions to class and discuss (Good ensemble? How did they start?	Door/too door			
		How did they stop? You may want to challenge some groups to change tempo or dynamic -see if the others can spot these changes.) Try to aim for positive	Peer/teacher assess			
		points. Plenary: This can be discussion/evaluation of compositions after				
		work/ instruments have been tidied or a return to the first activity but				
		thinking about dynamics (change in volume) too.				



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4	LO:	Starter: (Organise groups differently from last week - think about abilities of	Self	Tuned	Social: Can I
		pupils - perhaps challenge some to be group leaders to 'mentor their groups).	evaluation	percussion	work well in a
		Give out Knowledge Organisers and read through together. RAG the bullet		beaters	pair
		points for 'what will I know by the end of this unit'. What have they already			Moral:Are
		accomplished? What else needs developing? Set a personal target for an aspect		Robot Music	there any
		that is amber or red. Set a challenge if you agree that any pupil has achieved all		sheets	moral codes
		targets (Using more complex rhythms/including dynamics or tempi/using Italian			needed for
		names e.g. <i>forte</i> for loud, <i>piano</i> for quiet/being a group leader).		Music folders	partnerwork?
		Main: Give out Robot Rhythms sheets - NB these rhythms are in			Spiritual:Does
		time signature.			quiet or loud
		Work in pairs but eventually working will be in		Highlighters/	music change
		groups of about 4. Can they clap all the rhythms?		crayons for	the 'feel' of the
		Explain the pentatonic scale - a 5 note scale C, D, E, G, A (key of C - uses only		ragging	music?
		'white' notes)			Cultural:Why
		Challenge: Use one or more of the rhythms on the sheet and make up a melody	Peer assess		are musical
		using notes of pentatonic - not all notes need to be used. Model correct beater			terms in
		hold. Explain how you would like instruments collected (usually one partner gets		desk stands?	Italian?
		beaters and one gets instrument). You may wish them to use the handle of the	Discussion		
		beater to play with to avoid too much noise. Model some possible melodies.			
		When they are happy with a melody - write note names above or below the			
		notes in the rhythm.			
		Stop from time to listen to examples.			
		Can they play the melody more than once? Can they combine two different			
F /	LO. T.	melodies and repeat them?		Toward 1	Cariality
5/	LO: To compose	Starter:		Tuned and	Social:How can
Ь	and perform and	Listen to/watch some 'robot' music e.g. AUTOMATICA - Robots Vs. Music - Nigel		untuned	robots be part
	piece of rhythmic	Stanford https://www.youtube.com/watch?v=bAdqazixuRY Wintergrater Monthly Monthly (music instrument using 2000 monthly)	Topologita	percussion	of society?
	music using the	Wintergatan - Marble Machine (music instrument using 2000 marbles)	Teacher to	hontors	Moral:What
	pentatonic scale	https://www.youtube.com/watch?v=IvUU8joBb1Q	'mark'	beaters	are the morals
	To evaluate veur	Stress idea of constant rhythm and repetitive nature of the music.	performances	Music folders	behind having machines/robo
	To evaluate your	TASK: To compose and perform your own 'Robot' music	on accuracy,	Music folders	ts to work for
	own performance	Use tuned and untuned percussion (if 4 in the group - maybe 2 playing a	competency,	with robot sheets	us?
		melodic part and 2 rhythmic)		3116612	uo:



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and that of	Think about the form of the music - How does it get started? Does it need a	use of	Evaluation	Spiritual:Can
others.	constant tempo/dynamic? Does your machine/robot have a particular function?	technique,	sheets	mechanical
	At some point in the music all the people in the group need to be playing, but	musical form		music inspire
	this does not have to happen all the way through.	or additional	recording	spirituality?
	Reiterate methods for getting instruments out - safety and care. Reiterate how	musical ideas	device	Cultural:Do
	to work and practise in groups. Also think about targets set - what do you need	such as		you think
	to improve/include in this music?	changes of		robots will
	Stop from time to listen to good examples.	tempo/dyna		change the
	Encourage children to make a note of the rhythms and melodies they decide to	mic		world?
	use in this composition from those looked at last week.			
	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?			
	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?			