SPS Medium Term Planning Autumn 1 2023/24 – Pulse and Rhythm

Listen and Appraise – at the beginning of each lesson (taken from/similar genre ideas from the Model Music Curriculum):

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| Week 1 - WB 4th Sep | Week 2 – WB 11th Sep | Week 3 – WB 18th Sep | Week 4 – WB 25th Sep | Week 5 – WB 2nd Oct | Week 6 – WB 9th Oct | Week 7 – WB 16th Oct | Week 8 – WB 23rd Oct |
| **1812 Overture – Piotr Tchaikovsky 1880**  **EYFS**  Listen to the slow music at the beginning. Then compare it to how the music changes at the end (tap the pulse to the last section).  **Y1 and 2**  Listen to the slow music at the beginning. Then compare it to how the music changes at the end (tap the pulse to the last section). What could the music be about? Show a picture of PT and explain why the music was written.  **Y3 and 4**  As above, and ask how the instruments are used to depict the war. Can they name any instruments.  **Y5 and 6**  As above. Discuss the mood od the piece/why it was important for PT to write it and what it meant to the people of Russia to listen to it. | **Clapping Music – Steve Reich 1972**  **EYFS**  Move to the beat and join in by tapping the gentle pulse (not the rhythm!).  **Y1 and 2**  Tap the pulse. What can they hear? Is this music? How old do they think this music is?  **Y3 and 4**  As above. Ask ‘is this music?’ and look for explanations. Show pictures of SR and explain his style of Minimalism. Show a simplified version and practise clapping along to it.  **Y5 and 6**  As above. Show this video  <https://youtu.be/YPU5XrmORCQ?si=a34UDPV4u0ibahRD>  Play it all the way through and ask pupils to explain what happens (they start in unison, then polyrhythms are formed and then they go back to unison). Explain how he did it (the second clapper starts a quaver later each time until it eventually returns to the original pattern).  Perform it together in two groups (slow the speed on the video first) | **‘Get Down on it’ – Kool and the Gang 1981 (Funk)**  **EYFS**  Keep the beat, dance to the music.  **Y1 and 2**  Dance to the music showing the strong beat. Copy me with a pattern idea and choose others to lead. What instruments can they hear (including a singer)  **Y3 and 4**  As above, or move to the music and make up body percussion patterns to go with it. Talk about the instruments/mood and style. Explain that funk music has a strong beat and was the most popular dance style of the 70s and 80s. Show pictures of Kool and the Gang.  **Y5 and 6**  As above. Talk about the history Funk music in more detail. Explain how the band was formed in 1964 and is still going! | **‘Diamonds on the soles of her shoes’ - Ladysmith Black Mambazo and Paul Simon – live at Hyde Park**  **EYFS**  Keep the beat, copy and tap body parts to the music.  **Y1 and 2**  Tap the pulse. Show the pattern of 4 beats in a bar.What can they hear (singing, electric guitar)  **Y3 and 4**  As above. What style of music do they think it is. Explain the history behind the collaboration.  **Y5 and 6**  As above, show another collaboration with Kate Rusby (a folk singer from Yorkshire, singing ‘We Will Sing’. | **Symphony No 5 – LV Beethoven 1804 (approx.)**  **EYFS**  Keep the beat and dance to the music.  **Y1 and 2**  Tap the beat. Listen for instruments and identify. Talk about the mood of the piece.  **Y3 and 4**  As above. Do they know who it is by? When they think it was written? The style of music? Show a picture of LVB.  **Y5 and 6**  As above. Talk about LVB as a composer and a person. Listen to examples of where the music has been sampled elsewhere: <https://www.whosampled.com/Ludwig-Van-Beethoven/Symphony-No.-5/> | **‘Don’t forget your old Shipmate’ The Longest Johns (trad-Navy, 19th C)**  **EYFS**  Shake eggs to the music, walk around the room to the beat.  **Y1 and 2**  Listen and discuss what the music makes them think about. Does it remind them of another song? What do they think people did as they sang the song?  **Y3 and 4**  As above.  **Y5 and 6**  As above. Compare to The Wellerman. Do they know anyother sea shanties? What shall we do with the Drunken Sailor. | **‘Taba Naba’ – Trad children’s song from the Torres Strait Islands.**  **EYFS**  Keep the beat, use scarves to dance to the music.  **Y1 and 2**  As above. What do they think the music is about? Where do they think it’s from?  **Y3 and 4**  As above. Show an example of people performing the song and learn some of the actions to go with it. Can they identify the chorus.  **Y5 and 6**  As above, compare two performances. | **‘Short Ride in a fast machine’ – John Adams 1986**  **EYFS**  Listen and use scarves to show the mood of the piece  **Y1 and 2**  Tap the pulse. Does it change? What can they hear?  **Y3 and 4**  As above. What style of music do they think it is. What story is it telling? Look at notes from the BBC Ten Pieces website.  **Y5 and 6**  As above, give some information about John Adams and why he wrote the piece. Explain that John Adams is also a Minimalist composer, like Steve Reich – but in a different way. How are they different? |

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| Year Group | Week 1  Wk beg 4.9.23 | Week 2  Wk beg 11.9.23. | Week 3  Wk beg 18.9.23. | Week 4  Wk beg 25.9.23. | Week 5  Wk beg 2.10.23. | Week 6  Wk beg 9.10.23. | Week 7  Wk beg  16.10.23. | Week 8  Wk beg  23.10.23. |
| Nursery | ‘Beat’ activity: Tap the beat to a piece of music as we listen. O Susanna.  Simple songs with few words plus actions: Music time, Roly Poly, Head, shoulders. | ‘Beat’ activity:  Tap the beat to O Susanna.  Watching and listening activity – ‘Throw the Beanbag’- keep it simple. Action songs – Stretch up High, Shake your eggs. | ‘Beat’ activity:  Move to ‘Jambo Bwana’ – music with a strong beat.  Practise ‘Throw the Beanbag’ and add more instructions. Partner work – See Saw, Tap your nose | ‘Beat’ activity:  Tap to a fast piece in 2/2 time: Trish Trash Polka, by Strauss.  Familiar action songs, plus a new scarf song- ‘Rhythm of the Scarves’.  Head, Shoulders baby | ‘Beat’ activity:  Tap to a fast piece in 2/2 time: Trish Trash Polka, by Strauss. Can they use claves to tap the beat?  Skeleton Stomp – just play percussion along to the song. | ‘Beat’ activity:  Move to ‘Hello Hello’ (Mose se Sengo) – listen to other music from Africa.  Skeleton Stomp – just play percussion along to the song, using percussion to fit the words, such as ‘rattling bones’. | Learn Harvest song – Autumn leaves are falling (from the Sparkyard collection)  Review songs from this half term | Record our Harvest song |
| Reception  Ta- Titi -Sh | ‘Beat’ activities:  Tap the beat to a song () Susanna)  Songs we know, Up the Ladder – let’s learn each other’s names. | ‘Beat’ activity:  Tap the beat to O Susanna.  Watching and listening activity – ‘Throw the Beanbag’- keep it simple. Action songs – Stretch up High, Shake your eggs.  Familiar songs, singing and moving with actions. | ‘Beat’ activity:  Move to ‘Jambo Bwana’ – music with a strong beat.  Can they sing ‘Throw the Beanbag’ without direction and with only a backing track?  ‘In the Autumn’ – song with actions and percussion – use leaves to demonstrate how they fall. | ‘Beat’ activity:  Tap to a fast piece in 2/2 time: Trish Trash Polka, by Strauss. Talk about what we hear.  Familiar action songs, plus a new scarf song- ‘Rhythm of the Scarves’.  ‘In the Autumn’ – song with actions and percussion. | ‘Beat’ activity:  Tap to a fast piece in 2/2 time: Trish Trash Polka, by Strauss. Can they improvise with how they tap the beat?  ‘In the Autumn’ – song with actions and percussion. | ‘Beat’ activity:  Move to ‘Hello Hello’ (Mose se Sengo) – listen to other music from Africa.  Skeleton Stomp – play percussion along to the song, using percussion to fit the words, such as ‘rattling bones’. | Learn the song ‘Oats and Beans and Barley Grow’ and the actions to go with the song.  Learn Harvest song – Autumn leaves are falling (from the Sparkyard collection)  Review songs from this half term  Review ‘In the Autumn’ | Harvest assembly |
| Year 1  Ta-Titi-Sh | Pulse and rhythm activities:  ‘O Susanna’ (pulse)  Copy my rhythm.  Simple songs and games:  Throw the Beanbag (using beanbags) | Pulse and rhythm activities  ‘O Susanna’  Clap this rhythm back.  Simple songs and games:  Throw the beanbag, In the Autumn (using untuned percussion) | Pulse and rhythm activities:  Showing the pulse using body percussion (4 beats). Put feet out on the floor to show the beat  Simple songs and games:  Throw the Beanbag (extend, make up a new section). In the Autumn – use claves to play the middle section, Who Stole my chickens and my hens? Add extra words and actions.  Introduce ‘Hey you’ song. | Pulse and rhythm activities:  Showing the pulse using body percussion (3 and 4 beats with given patterns).  Listen to ‘Me, Myself and I’ – De la Soul. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.  Perform ‘Hey You’ and distinguish between rap and song. | Pulse and rhythm activities:  Sing the song ‘Cobbler Cobbler’ and tap the pulse.  Listen to ‘Rapper’s Delight’ by the Sugarhill Gang. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.  Perform ‘Hey You’ and take it in turns to perform different sections.  Songs for the season: Jack O Lantern/Skeleton Stomp | Pulse and rhythm activities:  Sing the song ‘Cobbler Cobbler’ and clap the rhythm.  Listen to ‘You Can’t Touch This’ by MC Hammer. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.  Perform ‘Hey You’, using tuned and untuned percussion.  Songs for the season: Jack O Lantern, Skeleton Stomp | Practise ‘In the Autumn’ for the Harvest assembly | Practise and sing the song in the Harvest assembly |
| Year 2 | Pulse and rhythm activities:  ‘O Susanna’ (pulse)  Copy my rhythm.  Simple songs and games:  Throw the Beanbag (using beanbags) | Pulse and rhythm activities  ‘O Susanna’  Clap this rhythm back.  Simple songs and games:  Throw the beanbag, In the Autumn (using untuned percussion and improvisation), Off on an Adventure | Pulse and rhythm activities:  Showing the pulse using body percussion. Improvise own parts (4 beats)  Introduce ‘Hey Friends’ from Y2 Unit 1 (Charanga). Play the song and talk about its structure.  Improvise on C-D-E of the chime bars, along with a short section of a backing track of the song.   * Finding and keeping a steady beat * Simple rhythmic patterns using long and short * Simple melodic patterns using high and low | Pulse and rhythm activities:  Showing the pulse using body percussion (3 and 4 beats, improvise own patterns).  Show a recording of Ella Fitzgerald performing ‘Scat’. Explain the origins of scat singing (jazz links).  Learn to sing the song ‘Hey Friends’ with actions.  Look at the graphic score composition section, ready for next week. | Pulse and rhythm activities:  Sing the song ‘Cobbler Cobbler’ and tap the pulse. Show this in graphic notation form.  Listen and appraise ‘Music is in my Soul’. Discuss what soul music is.  Sing the song ‘Hey Friends’ with actions.  Have a look together at the graphic score composition section in Y2 unit 1 Charanga,  ‘Hey Friends’ part 2 and create a short piece together. | Pulse and rhythm activities:  Sing the song ‘Cobbler Cobbler’ and clap the rhythm. Perform both pulse and rhythm together and alternate.  Learn to sing ‘Music is in my Soul’.  Learn the glockenspiel accompaniments for the song.  Songs for the season: Jack O Lantern/Skeleton Stomp | Learn the ‘Harvest Hoedown’ (with actions!) from the Sparkyard Harvest collection. | Practise and sing the song in the Harvest assembly |
| Year 3 | Pulse and rhythm activities:  Learn ‘Apple Tree’ and pass an object around the circle to the pulse.  Circle games (‘Let’s all play my drum’, Rainstorm)  Revise songs we know: Up the Ladder, O Susanna (tapping the pulse). | Pulse and rhythm activities:  Perform ‘Apple Tree’ and pass an object around the circle to the pulse. Learn the solfege hand signs to show the pitch of the notes of the song.  Revise ta/titi and sh, using claves to tap the rhythms.  Partner work: Simple Kodaly songs with easy patterns. | Pulse and rhythm activities:  Ta/Titi/Sh/Ta-2  Rhythm round-up level 2 (Mrs Durrant rhymes with Currant).  **Florence Price (BBC Ten Pieces)**: A trailblazer for African  American female composers. Talk about her background/early life (see Jamboard).  -Listen and reflect on a piece of orchestral music (by Florence Price)- Symphony No 1 in E Minor, mvt 3- Juba Dance.  -Listen with attention to detail and recall sounds with increasing aural memory. | Pulse and rhythm activities:  Ta/Titi/Sh/Ta-2  Improvise these to a 4 beat pattern.  **Florence Price:**  Talk about the major points of history of enslaved people and how F Price used the influence of African music in her ‘Juba Dance’ piece. Show a video clip of an orchestra playing the piece. Learn about what a Juba dance is. | Pulse and rhythm activities:  Make up rhythm patterns to a 4 beat pulse. Can we put words to them?  **Florence Price:**  Learn the ‘Hambone’ rhythm pattern which is taught on the BBC Ten Pieces information video. Practise the Hambone and perform it with the Hambone chant (Sing Up).  Talk about the different sections of the orchestra, looking at an orchestral map.  Songs for the season: Creepy Castle | Pulse and rhythm activities:  Bubble Gum – learn the chant and actions.  **Florence Price:** Practise Hamboneand perform.  Listen to ‘Juba Dance’ again and show how each phrase is 16 beats long. In a circle, walk the 16 beats one way along to the music, then change direction. Add extra sections, such as someone free styling in the middle. Add hambone actions to the walk. | Learn ‘A Happy Little Harvest Song’ from the Sparkyard harvest collection. Make up actions with props to go with the song. | Practise and sing the song in the Harvest assembly |
| Year 4 | Pulse and rhythm activities:  Learn ‘Apple Tree’ and pass an object around the circle to the pulse.  Revise songs we know: Up the Ladder, O Susanna (tapping the pulse).  Circle games (‘Let’s all play my drum’, Rainstorm) | Pulse and rhythm activities:  Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2  Partner work: Simple Kodaly songs with easy patterns. | Pulse and rhythm activities:  Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2  Learn to sing ‘Across the Fields’ (trad. N American) for our Harvest festival. | Pulse and rhythm activities:  Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2  Practise ‘Across the Fields’ (trad. N American) for our Harvest festival  Learn ‘Marching to the Beat- The Harvest of the whole world’ from the Harvest Sparkyard collection.. | Pulse and rhythm activities:  Rhythm Round-up Level 2 with improvisations  Charanga, New Model Curriculm – Listen to the ‘Hoe Down’ song and discuss what it’s about. Think of some actions to match the words.  Songs for the season: Creepy Castle | Pulse and rhythm activities: Tap the pulse along to Copland’s ‘Hoe Down’ and talk about how the music is linked to the song we are learning.  Charanga, New Model Curriculm – Listen to the ‘Hoe Down’ song. Practise the song and actions.  Songs for the season: Creepy Castle | Practise ‘Across the Fields’ (trad. N American) for our Harvest festival | Practise and sing the song in the Harvest assembly |
| Year 5 | Pulse and rhythm activities:  Revision of the meaning of Pulse and Rhythm.  Demonstrate with songs we know- Cobbler Cobbler, Apple Tree. | Pulse and rhythm activities:  Learn ‘O Sinner Man’ (with actions). Then learn ‘Drunken Sailor’ (with actions). Be ready to practise and put them together next week. | Pulse and rhythm activities:  Bubble Gum (using body percussion to tap the pattern/thinking voices/as a canon).  Review a short history of the slave trade, from W Africa to the Americas. Watch a clip from ‘Sister Act 2’- showing the progression of genres through one performance, from hymn to Gospel, R&B and rap. Learn to sing Joyful Joyful (Charanga). | Pulse and rhythm activities:  ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  5 second shower  Perform Bubble Gum with Claves, as a canon.  Return to ‘Joyful Joyful’ on Charanga and practise the rap section before putting it all together. | Pulse and rhythm activities:  Practise ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  Learn some simple spirituals and sing ‘Gospel Medley’ as a round.  Practise ‘Joyful Joyful’, concentrating on the rap section.  Songs for the season: Creepy Castle and ‘Skin and Bones’. | Pulse and rhythm activities:  Improvise actions for ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  Learn Harvest Handclap (from the Sparkyard collection) and make up some hoedown actions to go with it. | Practise the Harvest Handclap song and the actions, ready to perform. | Practise and sing the song in our Harvest assembly. |
| Year 6 | Pulse and rhythm activities:  ‘Let’s all Play my Drum’- watching and listening activity.  Revision of the meaning of Pulse and Rhythm. Demonstrate with songs we know- Cobbler Cobbler, Apple Tree. | Pulse and rhythm activities:  Start to look at syncopation (sh-Ti), using a basic pattern to copy. Look at ‘Hoe Down rhythmic play along’ on Drummerwise | Pulse and rhythm activities:  Learn to sing ‘Let’s See What the Earth has to say’.  Listen and appraise a difficult song with sound effects called ‘When the wind blows’ (Sing up) | Pulse and rhythm activities:  ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  5 second shower  Perform Bubble Gum with Claves, as a canon.  Listen and appraise: Sugarhill Gang ‘Rapper’s Delight’ and compare to ‘Me, Myself and I’ by De la Soul.  Continue to work through the verses of ‘The Fresh Prince of Belair’, keeping the speed steady.  Rehearse Harvest Song. | Pulse and rhythm activities: Practise ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  5 Second shower  Teach ‘Acka backa soda cracker’  Listen and appraise ‘You Can’t touch this’ by MC Hammer (Hip hop pop rap). Compare to other pieces we have listened to (how much more ‘pop’ is it/what instruments can you hear?).  Review and practise ‘The Fresh Prince of Belair’  Begin to Learn the ‘Ken and Barbie Beatbox Groove.  Songs for the season: Creepy Castle and ‘Skin and Bones’. | Pulse and rhythm activities: Improvise actions for ‘Timki Ti-ti Ti-ti Ta’  Activity with Greengage Summer’ by Richard Addinsell.  Listen and appraise ‘It’s Like that’ by Run DMC. Compare to previous pieces of music we have appraised this term.  Using recorder and chime bars, perform the instrumental sections of ‘The Fresh Prince’ along with a backing track | Practise ‘When the Wind blows’ or another song of choice for our Harvest celebration. | Practise and sing the song in our Harvest assembly. |