



Medium Term Unit Planning

Topic Name: Music (Pattern)

Learning outcome:

Using simple notations, the children will play, create and combine mini-beast rhythms using body percussion and instruments.

Oracy: Perform to other groups, record performance.
Provide feedback based on performances.

Key Vocabulary:

Beat, performance, score, rhythm, patterns, percussion.

Main Subjects covered:

Music

Music Threshold concepts

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Notes:

This scheme of work will provide opportunities for the children to experiment with music and instruments to create rhythms linked to mini-beasts.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can perform steady beat patterns with a song. I can play different patterns of steady beat within four beats, and matching to a simple score. I can perform and creating simple rhythms using a simple score.</p>	<p><i>Compose</i> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><i>Transcribe</i> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Clap rhythms.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Spider song Sing Spider song and count four-beat patterns.</p> <p>Spider leg dance Identify a slow and a fast pulse within a four-beat pattern.</p> <p>Spider rhythms Play spider rhythms by making sounds on selected beats.</p>
<p>2. I can perform steady beat patterns in groups to accompany a song. I can play different patterns of steady beat in groups and matching them to a simple score. I can perform and creating simple three-beat rhythms</p>	<p><i>Compose</i> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><i>Transcribe</i> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Clap rhythms.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Butterfly song Sing Butterfly song and count in three-beat patterns.</p> <p>Butterfly leg dance Identify a slow and a fast pulse within a three-beat pattern.</p> <p>Butterfly rhythms Play butterfly rhythms by making sounds on selected beats.</p>



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<p>using a simple score.</p>			
<p>3. I can interpret a score to perform different beat patterns. I can perform beat patterns with voices and percussion. I can explore different ways to organise music.</p>	<p><i>Compose</i> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><i>Transcribe</i> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Clap rhythms.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Lilypad lakes Use a score to perform sounds in three- and four-beat patterns.</p> <p>Insect leg dance Perform a song with two different beat patterns.</p> <p>Insect ball Identify three- and four-beat patterns in music.</p>