

Unit: Number

Musical focus: Beat
Subject link: Mathematics

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Recognising and developing a sense of steady beat through using voices and body percussion

TEACHING ACTIVITIES

What's the hour?

Repeat a silent action to music with a steady beat

Mister Macarella moves

Perform a nonsense action song, counting out the steady beat

Chinese Dance

Demonstrate the steady beat in music from *The Nutcracker Ballet Suite* by Tchaikovsky

LEARNING SUPPORT

To develop better co-ordination skills, include some movements which cross the mid-line of the body, eg tap left knee with right hand for a pattern of eight, then swap to tapping right knee with left hand.

LESSON

2

LESSON LEARNING

- Identifying and performing changes in tempo
- Learning to play percussion with control
- Keeping a steady beat and using dynamics to vary the musical effect

TEACHING ACTIVITIES

Macarella copycats

Step in time to a chant with a steady beat

Mister Macarella's percussion

Play a steady beat and explore dynamics on percussion instruments

In the Hall of the Mountain King

Tap a steady beat, matching changes in tempo

LEARNING SUPPORT

For children who are new to playing percussion, choose instruments with care. Find instruments that are suitable for small hands, and which are easy to control. It is often preferable to start with just one instrument type rather than mixed resources. If you do not have sufficient suitable instruments for the class, home-made shakers made from small, robust plastic pots are ideal.

LESSON

3

LESSON LEARNING

- Identifying and keeping a steady beat using movement, body percussion and instruments
- Recognising and responding to changes in tempo in music

TEACHING ACTIVITIES

Eight and back

Perform a physical warm up, marking the steady beat with actions

Mister Macarella's family band

Accompany a song with a steady beat on percussion

Maestro Macarella

Create a class performance

LEARNING SUPPORT

Help the children to improve playing to a steady beat at different tempi by singing *Mister Macarella* unaccompanied. Choose your own tempo for the steady beat and practise with body percussion first. Notice any children having difficulty, and model the beat clearly as you encourage them to use their eyes as well as their ears. Transfer onto instruments when they are confident.

Number

Beat

Music Express Age 5-6
ASSESSMENT SHEET



IN THIS UNIT, CHILDREN WILL BE:

1. Recognising and developing a sense of steady beat through the use of voices and body percussion (Lesson 1)
2. Identifying and performing changes in tempo (Lesson 2)
3. Learning to play percussion with control (Lesson 2)
4. Keeping a steady beat and using dynamics to vary the musical effect (Lesson 2)
5. Identifying and keeping a steady beat using movement, body percussion, and instruments (Lesson 3)
6. Recognising and responding to changes in tempo in music (Lesson 3)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils explore tempo, structure, and appropriate forms of notation
- Pupils learn to sing and play a musical instrument
- Pupils create music on their own and with others