

Unit: Number

Musical focus: Beat

Subject link: Mathematics

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Performing a steady beat and simple rhythms using movement and body percussion
- Understanding and differentiating between beat and rhythm

TEACHING ACTIVITIES

Schiarazula marazula

Identify the beat and rhythm pattern in dance music

Wake! Shake!

Move to the rhythm of **Wake! Shake!** action rap

Sing me one copy game

Copy the **Sing me one** rhythms with voices and movement

LEARNING SUPPORT

For less experienced children, explore the simple repeating rhythm in **Schiarazula marazula** through larger body movements before moving onto those which require finer motor skills, eg take three large steps on the spot, then place palms together and tap the rhythm with fingertips.

LESSON

2

LESSON LEARNING

- Performing simple rhythms using movement and percussion
- Understanding and differentiating between beat and rhythm

TEACHING ACTIVITIES

Wake! Shake! percussion

Perform **Wake! Shake!** with percussion

Play me one

Learn to sing **Play me one**

Snowball Waltz snowballs

Count the snowballs thrown in the **Snowball Waltz**

LEARNING SUPPORT

Encourage the children to count the snowballs silently so that they are able to count individually. The sounds are made in an irregular pattern – can they find an accurate way to count? (Counting silently in their heads, using fingers, or drawing a snowball each time they hear one and adding them up at the end.)

LESSON

3

LESSON LEARNING

- Performing a steady beat and simple rhythms using movement and body percussion
- Understanding and differentiating between beat and rhythm

TEACHING ACTIVITIES

Wake up my body

Move to the steady beat of **Boom shakalaka**

Ostinato won't stop!

Accompany **Schiarazula marazula** with a steady beat and an ostinato

Our ostinato won't stop

Compose an ostinato for percussion

LEARNING SUPPORT

Tailor the sequences of movements as you lead activity one to match the needs of your class. Start with simple large body movements and gradually make them more challenging by introducing finer motor skills using hands and fingers. Notice any children who have difficulty crossing the mid-line of the body and give them more practice for gross motor co-ordination.

Number

Beat

Music Express Age 6-7
ASSESSMENT SHEET



IN THIS UNIT, CHILDREN WILL BE:

1. Performing a steady beat and simple rhythms using movement, percussion, and body percussion (Lessons 1, 2, and 3)
2. Understanding and differentiating between beat and rhythm (Lessons 1, 2, and 3)

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

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils learn to sing and play a musical instrument
- Pupils listen to, review, and evaluate music from a range of styles and historical periods
- Pupils explore structure, tempo, and duration
- Pupils understand and explore how music is created