

Unit: Time

Musical focus: Beat
Subject link: Mathematics

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Identifying the metre in a piece of music
- Playing independent parts in more than one metre simultaneously

TEACHING ACTIVITIES

Many metres

Identify the strong beat in different metres

What's the metre?

Exploring metre in 2s, 3s and 4s in a song

Mixed metres

Combining instrumental parts in different metres

LEARNING SUPPORT

Practise the body percussion patterns in *Mixed metres* counting out loud as well as saying the numbers silently in your head to help the children maintain a steady beat.

LESSON

2

LESSON LEARNING

- Identifying and performing an ostinato
- Improvising to an ostinato accompaniment

TEACHING ACTIVITIES

Carillon

Identify the metre of *Carillon* from *L'Arlésienne* by Bizet

Carillon ~ ding dang dong

Learn to sing the *Carillon* pattern

Carillon ~ many melodies

Play the *Carillon* pattern and improvise melodies to accompany it

LEARNING SUPPORT

Remind the *Carillon* soloists to be aware of the metre as they play. Encourage them to improvise rhythmically as well as melodically, rather than just play on the beat.

LESSON

3

LESSON LEARNING

- Performing rhythmic ostinati individually and in combination
- Layering rhythms
- Recognising rhythm patterns in staff notation

TEACHING ACTIVITIES

Keep in time

Identify the metre of a song and improvise verses and actions

Split time

Perform in four groups from rhythm notation

Keep in time with instruments

Perform rhythm notations on instruments

LEARNING SUPPORT

When using tambours or tambourines to play rhythm patterns accurately, it helps to hold the instrument horizontally and tap on the rim with the fingers of the playing hand.

Time

Beat

Music Express Age 7-8
ASSESSMENT SHEET



IN THIS UNIT, CHILDREN WILL BE:

1. Identifying the metre in a piece of music (Lesson 1)
2. Playing independent parts in more than one metre simultaneously (Lesson 1)
3. Identifying and performing an ostinato (Lesson 2)
4. Improvising to an ostinato accompaniment (Lesson 2)
5. Performing rhythmic ostinati individually and in combination (Lesson 3)
6. Layering rhythms (Lesson 3)
7. Recognising rhythm patterns in staff notation (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 use and understand staff notation (rhythm)
- Pupils learn to sing and to play a musical instrument
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures