

## MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 1		SUBJECT: Music – Pulse and Rhythm	
WEEK 1 DATE: 02/09/24	WEEK 2 DATE: 09/09/24	WEEK 3 DATE: 16/09/24	WEEK 4 DATE: 23/09/24	WEEK 5 DATE: 30/09/24	WEEK 6 DATE:
<p><b>LO:</b> To use my voice and hands to make music.</p> <p><b>Success Criteria:</b> I can say and clap a rhythm.</p> <p>I can clap in time to the music.</p> <p>I know what the pulse is.</p> <p>I can sing my favourite food.</p> <p><b>Main Event:</b> Play the 'Favourites game'. Stand in a circle and get each child to sing their part in turn, singing 'yum yum yum'. Repeat clapping while they sing.</p> <p><b>Support:</b> Can sing most of their part for them if pupils struggle with the singing activity, asking them just to sing or say the food name in the gap.</p> <p><b>Challenge:</b> Should offer peer support to other pupils.</p>	<p><b>LO:</b> To clap and play in time to the music.</p> <p><b>Success Criteria:</b> I can say and clap my name.</p> <p>I can clap in time to the music.</p> <p>I can sing (say) my friend's name.</p> <p><b>Main Event:</b> Repeat singing the favourites song, children will find partner and sing the friends version of the favourite's song. Stand in a circle and sing in turn their part of the song and singing 'We are friends' in between. Using instruments practise playing the 'Favourites song'.</p> <p><b>Support:</b> Could children can stamp their feet in time to the music to help them feel the pulse; can sing most of their part for them, asking them just to sing or say their friend's name in the gap.</p> <p><b>Challenge:</b> Could offer peer support to other children, and/or act as the leader in place of the teacher.</p>	<p><b>LO:</b> To play simple rhythms on an instrument.</p> <p><b>Success Criteria:</b> I can play the rhythm of my own name and my friend's name.</p> <p>I can clap in time to the music.</p> <p>I can hold the pulse.</p> <p><b>Main Event:</b> 'My name game' at the start of the lesson. Children to say their name while playing a rhythm. Then pair up and use rhythm on each other's name.</p> <p><b>Support:</b> Can the children can stamp their feet in time to the music to help them feel the pulse under the guidance of an adult. (If pupils struggle with the singing activity, you can sing most of their part for them, asking them just to sing or say their friend's name in the gap.)</p> <p><b>Challenge:</b> Could offer peer support to other children and/or act as the leader in place of the teacher.</p>	<p><b>LO:</b> To listen to and repeat short rhythmic patterns.</p> <p><b>Success Criteria:</b> I can hear rhythmic patterns.</p> <p>I can repeat short rhythmic patterns.</p> <p>I can play in time to the music.</p> <p>I can create a rhythm.</p> <p><b>Main Event:</b> Children to choose their favourite animal and then practise the rhythm of their favourite animals on instrument for other children to guess their animal.</p> <p><b>Support:</b> Could give the children individual teacher support to transfer word rhythms onto instruments.</p> <p><b>Challenge:</b> Should lead the rhythmic copyback activity.</p>	<p><b>LO:</b> To understand the difference between pulse and rhythm.</p> <p><b>Success Criteria:</b> I can play the pulse. I can play a rhythm.</p> <p>I can create a rhythm.</p> <p><b>Main Event:</b> Listen to 'you've got a friend in me' and play along to the pulse. Children to pick a friend's name and play it. Listen to 'Count on me' by Bruno Mars and play along the pulse. Listen to 'I'll be there for you' and play along to the pulse. Ask the children if they can remember any rhythms from the song. Split the class into two, with one group playing the pulse and one group playing the rhythm.</p> <p><b>Support:</b> Keep these pupils on the pulse part during the activities.</p> <p><b>Challenge:</b> See the 'Count on Me' activity.</p>	<p><b>LO:</b></p> <p><b>Success Criteria:</b></p> <p><b>Main Event:</b></p> <p><b>Support:</b></p> <p><b>Challenge:</b></p>

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