

Unit: Toys

Musical focus: Beat
Subject link: PSHE

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Keeping a steady beat at different speeds (tempi)
- Marking beats within a four-beat metre

TEACHING ACTIVITIES

Toys on the move

Listen to three pieces of music and match them to images

Stomp, march, boing?

Move to a steady beat at three different speeds (tempi)

Toy beat marking

Mark selected beats within a four-beat metre

LEARNING SUPPORT

To help children combine the chant and movement beat patterns, make sure you include some confident children in every group who can lead the less confident.

LESSON

2

LESSON LEARNING

- Developing a sense of steady beat through chant, actions and instruments
- Marking beats within a four-beat metre

TEACHING ACTIVITIES

Toybox

Learn a song which demonstrates a steady beat

Toybox beats

Perform actions and matching sound words to a steady beat

Mixed up toys

Sequence four sounds and perform them with percussion instruments

LEARNING SUPPORT

Help children who are less confident at keeping a steady beat by standing to perform whole body actions for **Toybox beats**. Bounce knees to feel the beat with the whole body as you bounce the ball, and then find alternative large body movements for the other words.

LESSON

3

LESSON LEARNING

- Performing a steady beat
- Changing tempo
- Responding to images

TEACHING ACTIVITIES

Scooter girl chants – downhill uphill

Listen to and learn a song with sections that get faster and slower

Uphill, downhill

Match images of speeding up and slowing down to audio

Scoot away

Make a path for scooter girl and perform changes in tempo to match

LEARNING SUPPORT

To help children understand the Scooter girl scores, you may like to demonstrate the five journeys using a toy scooter or vehicle. Using simple ramps of card, make uphill, downhill and same level shapes as in the pictures, then travel the toy over as you all practise tapping the changing tempo of the beat.

IN THIS UNIT, CHILDREN WILL BE:

1. Keeping a steady beat at different speeds (tempi) (Lesson 1)
2. Marking beats within a four-beat metre (Lessons 1 and 2)
3. Developing a sense of steady beat through chant, actions, and instruments (Lesson 2)
4. Performing a steady beat (Lesson 3)
5. Changing tempo (Lesson 3)
6. Responding to images (Lesson 3)

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

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils explore tempo, dynamics, and timbre
- Pupils use their voices expressively and creatively by speaking chants
Pupils learn to play a musical instrument
- Pupils create music on their own and with others