

TMPF Music Weekly Planning Autumn Term 1 Key Stage 2 2023

On-going objectives: To listen and respond to music

Week Beginning	LKS2 Exploring rhythmic patterns	UKS2 (plus 4/5 GW) Ostinato
04/09/23	<p>To use interesting vocal rhythms in a composition. To work as part of a group. To use ostinato rhythms. <i>Resources: PowerPoint (exploring rhythmic patterns), pencils, paper (could be scrap)</i> Warm up: Rhythm cards Discuss the new idea of ostinato as a repeated pattern. Look at the suggested food and drink items on the PowerPoint and work together to make good rhythmical patterns by pointing at the different items. Demonstrate how to make one favourite food into an ostinato by repeating it to a count of 4 and then add two, three and then four different items into the chant. Ensure the class understand how to keep the beat with the word. Ask the class to work in groups of four to create a group ostinato using the words off the board. Discuss which groups were successful and how. Go round the circle and ask for favourite food. Repeat around the circle clapping favourite food. Ask the class to work in small groups of 3 or 4 to put together a simple repeated pattern using their favourite food. Each pupil to draw their food or drink on a piece of paper and stand in the order they are going to say it in.</p>	<p>To learn a pattern of sounds and movements. To repeat a pattern in time with the music. <i>Resources: PowerPoint file (Ostinato patterns), plastic cups per pupil.</i> Remind the class about the stop/go sign and practice using it, increasing volume too. Watch the video of the cups song, noting how all the kitchen sounds are exaggerated and used rhythmically. Explain that we will begin with a simpler version of the pattern to the Katy Perry song 'Roar'. Learn the cup pattern 1 by break it down slowly and putting together using the Youtube on 50% speed then work up to full speed. For those confident to continue, teach the second half of the pattern (much trickier) and put together slowly. Try it with the accompaniment free version of 'When I'm Gone' on the PowerPoint file.</p>
11/09/23	<p>To understand the time values for crotchets, minims, quavers and semibreve using 'tee, ta and tum'. To recognise the symbol for the four notes and practise drawing them. To read a simple pattern written in notation. To notate a simple rhythm. <i>Resources: PowerPoint (exploring rhythmic patterns), pencils, drawings from previous lesson.</i> Warm up: rhythm cards (introduce the notes and check that they understand the value for each, repeated patterns of tee, ta and tum) Look at the food and drink patterns from the previous session and create a quick ostinato pattern as a class. Look at how the different foods can be notated using semibreve, minim, crotchet and quaver notes. Make sure the class understand the note values and how they relate to our rhythm cards. Demonstrate how to draw a crotchet correctly. Work through a few examples of their food and drink together. Allow time for everyone to notate their own food rhythm, encourage them to help each other and check. Work round the class with each child giving their rhythm and checking their notation.</p>	<p>To use interesting vocal rhythms in a composition. To work as part of a group. <i>Resources: Ostinato Powerpoint</i> Warm up: Rhythm cards- quavers, crotchets, minims, semibreve patterns. Watch and listen to 'The Mysterious Ticking Noise' and work out the layers of rhythm. Discuss what ostinato means. Work as a class to develop a performance of the piece. Record and listen back to evaluate.</p>

18/09/23	<p>To use interesting vocal rhythms in a composition. To work as part of a group. To notate a simple rhythm.</p> <p>Resources: PowerPoint (exploring rhythmic patterns), pencils, print out per group- ostinato food rhythms Warm up: rhythm cards Using the rhythm patterns from the previous lesson: work in groups of 3 or 4 to compose a pattern as a group with each person saying their food or drink once over a count of four. Ask them to fill in the 'ostinato food rhythms' chart with their name, food or drink and also their notated pattern. Perform, record and evaluate the compositions.</p> <ul style="list-style-type: none"> - Which groups worked well and why? - Which compositions sounded better (words with interesting syllables and thought being put into the order of the syllables) 	<p>To use interesting vocal rhythms in a composition. To work as part of a group.</p> <p>Resources: pencils, 'Harry potter inspired ostinato recording sheet' per group. Warm up: Rhythm cards (ensure whole class still understand the note values and can follow the cards). Follow the clapping patterns on the PowerPoint. Explain that you would like the class to work in groups to make a composition using names in an interesting way, using the Harry Potter ostinato as inspiration. It should be a layered composition of ostinato patterns. Challenge the class to draw their pattern using standard notation, remind them how to draw the notes correctly and work through a few examples with the class first. Use the grid provided.</p>
25/09/23	<p>To work as part of a group. To learn and repeat an ostinato pattern in time to the beat. To add actions to match a rhythmical pattern.</p> <p>Resources: ME3 p17, PowerPoint (exploring rhythmic patterns) Warm up: Look at the clapping patterns on the PP and follow the patterns. Listen to the rap Please Mr Noah track 19 and tap a steady beat. Discuss the story and what happens at the end of the song (it becomes very noisy). Listen again to each animal entering the ark and follow the sounds on the PP. What happens when all the animals are inside the ark? (the animal noises build up until they are all at the same time). Learn the six different animal parts as a class then divide into 6 groups, each group is one of the animals. Once confident with their rhythm, they should add an action. Check that each group can perform their rhythm and action to the class in time to a steady beat. Build up a class performance, keeping the beat steady. Once confident practice with track 20 which leaves time for each group to make their rhythmical pattern.</p>	<p>To work as part of a group to develop a layered ostinato pattern.</p> <p>Resources: 'name rap' ideas sheet, Ostinato PowerPoint Warm up: Name rhythms game (sing up) Remind the class about the layered ostinato using names from the previous session. Explain that today we will be developing this idea using a topic of their own choice (for less confident groups it could be the names of the group, more confident food, drink, games, books etc.) More confident groups: extend the idea to a name rap- Can anyone think of a rhyme for their name? Can anyone think of a phrase involving their name and a hobby? E.g. finding a rhyming word to go with it (yo yo yo my name is Joe). It can be spoken or sung. It could also include an interesting fact about each person e.g. Ruby is my name and dance is my game. Explain that next week we will develop a 'backing track' using untuned percussion instruments. Record ideas on the sheet.</p>
02/10/23	<p>To understand what ostinato means. To perform a repeated pattern on tuned percussion and keyboards.</p> <p>Resources: ME 3 p.16, keyboard instruments/ glockenspiels/ chime bars. Warm up: Switch</p>	<p>To use interesting vocal rhythms in a composition. To work as part of a group. To use ostinato rhythms.</p> <p>Resources: Rap sheet from previous session, percussion instruments. Warm up: Hi my name is Joe</p>

	<p>Listen to 'Polka' and notice the repeated pattern (known as chopsticks). Play it in the air along with the piece to get the correct finger movements.</p> <p>Invite volunteers to have a go on the tuned percussion.</p> <p>Allow time to practice and then play as a class.</p>	<p>Recap the ideas from the previous session- to develop a layered rhythm/rap or song using their names and favourite activities/ food etc. in small groups.</p> <p>Use the percussion instruments firstly as a whole class playing the Harry Potter ostinato and trying to stay in time with their rhythmical layer.</p> <p>Discuss how they might be used to create either a backing track or to play the words being spoken in their own compositions.</p>
09/10/23	<p>To improvise a rhythm pattern To play a tuned ostinato accompaniment. <i>Resources: ME4 p. 8, tuned percussion</i> Warm up: Clapping games- Play in the gap (improvising a four beat pattern. A sailor went to sea. Listen to track 3 (Kartal, a piece of music from northern India). Notice the repeating patterns. ?How many times does the player repeat the opening rhythm (Ten) Join in with the rhythm, tapping fingertips on knees. This is an ostinato. Listen to track 4, Chiaccona (music where the musicians improvise over a simple repeating bass pattern). Join in singing the melodic pattern. Learn to play in on tuned percussion and join in with the track.</p>	<p>To understand what tempo means. To identify changes in tempo. <i>Resources: Listening to Music elements 7+ p.19, CD player, traffic light cards, percussion, banana splits.</i> Warm up: Four white horses clapping game (p.31 banana splits) Listen to 'Winds on the Mountain' and discuss instrumentation with reference to the instruments of South America. ?How does the tempo change through the piece? (slow, fast, slow). Move to the music to show the tempo changes. Use the traffic light cards in small groups with percussion instruments to change the tempo of the group (or if time, children to develop their own three drawings for fast, medium and slow)</p>
16/10/23	<p>To identify rhythmical phrases. To understand what the rest symbol means. To play a layered, untuned ostinato pattern in groups. <i>Resources: ME4 p. 11, untuned percussion</i> Warm up: clapping game Listen to track 13 'Jelly on a plate' and feel the beat. Identify the four musical phrases in the song (each line). Clap the rhythm of each line- which ones have the same rhythm? Sing the song. Look at the notation for Jelly on a Plate together. Perform an accompaniment to Jelly on a Plate: Group 1- marches on the spot to the steady beat Group 2 – uses untuned wooden percussion to tap out the rhythm of the words 'jelly on a plate' as an ostinato Group 3- uses scraping and shaking percussion for the rhythm of 'Wibble wobble'.</p>	<p>To play a percussion instrument with control To work as part of a group To use musical features in composition To understand what ostinato means <i>Resources: Percussion instruments, ostinato sheet Banana splits p.30/ blank rhythm grids</i> Watch: Stomp Live - Part 1 - Brooms - YouTube Discuss the layered rhythms used by Stomp and how performing it live can change the performance. Work in small groups to develop a repeating pattern which could include a short sound, a long sound, a quiet sound and a loud sound. Try to make it interesting and try to have a start and end 'cue'. Record patterns on the sheet using symbols or crosses</p> <p>Folens Music copymasters – page 28 rhythm grids 1 and 2</p>

	Accompany track 14 with – group 1 throughout, group 2 start of the second verse, group 3 start of the third verse, all continue through fourth verse.	
23/10/23		Human drumkit

Emulate falling leaves by using glockenspiels and chime bars starting high and getting lower.

Five Shiny Conkers: Songs For Autumn

Five shiny conkers on a conker tree,

Beautiful and brown, don't you all agree?

Along came the wind,

And down one fell,

And a squirrel came to find it in it's green spiky shell.

(repeat verse counting down until they have all gone)

<https://www.letsplaykidsmusic.com/5-shiny-conkers-songs-for-autumn/>

<https://www.letsplaykidsmusic.com/red-and-yellow-and-orange-and-brown-songs-for-autumn/>

<https://supersimple.com/song/five-little-pumpkins/>

KS2 Autumn poetry into songs and raps

Snowflakes snowflakes allaround.

Warm up songs' ideas

How do you do chant (how do you do, how do you do, my name is, how do you do)

Hello have a lovely day (to neighbour)

Say hello song

Hi my name is Joe

Shake my sillies out

Zip zap boing

Boom chicka boom

Magic feet follow the beat

Tony Chestnut

Penguins attention!

Merry Men

B.I.N.G.O (missing words)

Greetings- walk around the space, on a signal greet the next person they meet in a particular way e.g. high, low, slow, loud, fast.

Name rhythms game (Sing Up) [Name rhythms game](#) | [Sing Up](#)

Autumn	Spring	Summer
Autumn Leaves are falling down (London bridge) Five shiny conkers Snowflakes snowflakes all around (Twinkle twinkle) Five little pumpkins		