



**Churchill Park School**  
**Medium Term Plan – Key Stage 3 Yr 7/8 Music**

	Week 1	Week 2	Week 3	Week 4	Week 5
Subject Music	<p><b>PULSE &amp; RHYTHM</b>  <b>Objective:</b> To learn about repeated rhythmic patterns</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S4 I can repeat, copy and imitate actions, sounds or words in songs and musical performances.            S6 I can copy simple rhythms and musical patterns or phrases.            S8 I can copy simple rhythms and musical patterns or phrases with others.  <b>Core:</b>            S10 I can play to a rhythm and to a steady pulse, as part of a group.  <b>Extension:</b> I can play a rhythmic pattern. I can make up my own rhythmic pattern and play it alongside a piece of music.</p> <p><b>Resources:</b>            Music Express 4 'Play it again' 1<sup>st</sup> lesson plan CD tracks 1 -6            Percussion instruments – maracas, woodblocks, tambourines, chime bars <b>C E F G A Top C</b>, beaters.            Sing up Summer 2011 CD</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Play CD tracks 1 -2. Play in the Gap. Pupils play a rhythm game in which they <b>invent and perform</b> rhythmic patterns using body percussion.</li> <li>2. <b>Listen</b> to the rhythm patterns in Kartal CD track 3. Listen, identify and join in with rhythm patterns.  <b>Extension</b></li> <li>3. <b>Play</b> a melodic <b>ostinato</b> (repeated rhythm) in Chaciona <b>CD 4-6</b>. Chime bars <b>C E F G A Top C &amp; beaters</b>.</li> </ol> <p><b>Fun song suggestions:</b>            Coming round the mountain            If you're happy and you know it.            Sing Up Summer 2011            Hot Potato (Great Fun!) CD track 3 call and response. S9 I can perform simple call and response songs.            Alice the Camel CD track 11</p> <p><b>Musical Vocabulary:</b>  <b>Pulse/beat</b> – the regular heartbeat of the music.  <b>Rhythm</b> – patterns of long and short sounds played with a steady beat.  <b>Ostinato</b> – a pattern of rhythm or melody which is played over and over.  <b>Body Percussion</b> – sounds made using parts of the body.  <b>Rest</b> – a silence  <b>Improvise</b> – inventing music as you go along</p>	<p><b>PULSE &amp; RHYTHM</b>  <b>Objective:</b> To learn about rhythmic patterns. To learn how rhythms can be described through rhythmic symbols – notation (it can be written down).</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S6 I can join in and take turns in songs and play instruments with others.            S6 I can pick out a specific musical instrument when asked, e.g. a drum or triangle.  <b>Core:</b> I know that a melody is made up of phrases. I can listen to and identify phrases in a song.            S9 I can identify where musical changes occur within a piece of music (thick and thin).  <b>Extension:</b> I can identify phrases in a song I can match musical notation to the rhythm of a melody.</p> <p><b>Resources:</b>            Music Express 4 'Play it again' 3<sup>rd</sup> lesson plan CD tracks 13 -14            Copies of the 'Bouncy Jelly' p.12 p.copiable            Percussion instruments            Words of the song written on the board.            Ta-ra-ra boom-de-ay            Sing up Summer 2011 CD</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Play CD track 13. Identify and listen to the phrases in a song.</li> <li>2. Look at the notation of 'Jelly on a plate' and match it up with the rhythm of the melody. (p.12)</li> <li>3. Pick a rhythm from Jelly on a plate and repeat it throughout the song. Try another rhythm or make your pattern longer.</li> <li>4. Sing along to 'Jelly on a plate'.</li> </ol> <p>For fun – make up your own food verses to sing.</p> <p><b>Fun song suggestions:</b>            The Quartermaster's stores.            Ta-ra-ra boom-de-ay Music book Song 5            Hot Potato CD track 3 (Summer 2011)</p> <p><b>Musical Vocabulary:</b>  <b>Pulse/beat</b> – the regular heartbeat of the music.  <b>Rhythm</b> – patterns of long and short sounds played with a steady beat.  <b>Ostinato</b> – a pattern of rhythm or melody which is played over and over.  <b>Notation</b> – a way of writing music down  <b>Melodic Phrase</b> – a small part of a melody.  <b>Rest</b> – a silence</p>	<p><b>PITCH</b> (Exploring melodies and scales)  <b>Objective:</b> To learn that melodies are made of intervals that are steps or leaps, and repeated notes.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I am able to respond to high and low notes using my hands, arms, legs, head.            S6 I can explore a range of effects that can be made by an instrument or sound maker.  <b>Core:</b> I can identify, by ear, the steps, leaps and repeated notes. I can use my hands to show high or low notes in a melody            S10 I can recognise instruments and high and low voices.  <b>Extension:</b>            S12 I can improvise within a specific structure, e.g. ABAB.            S14 I can perform differences in pitch from simple notation.            I can use my hands to show the pitch movement of a melody.            I know where to find high and low notes on a glockenspiel.</p> <p><b>Resources:</b>            Music Express 4 'Dragon Scales' 1<sup>st</sup> lesson plan CD tracks 37 – 40.            Tuned percussion (chime bars and glockenspiels) <b>D E F G A B C</b> &amp; beaters.</p> <p><b>Suggested Activities:</b>            Listen to 'Food glorious food' from Oliver and use hands to show how the pitch changes (high and low notes)</p> <ol style="list-style-type: none"> <li>1. Play CD track 37 Jibber Jabber. Follow the pitch movement of the melody.</li> <li>2. Play CD tracks 38-39. Identify leaps in melody by ear (by listening)</li> <li>3. Play D track 40. Use your bodies to show pitch movement.</li> </ol> <p><b>Extension group</b>            Play the melody in activity 2 by ear using the tuned percussion. Have a go!</p> <p><b>Fun song suggestions:</b>            Sing up Spring 2011            Supercalifragilistic CD track 1 (Words in Ta-ra-ra boom-de-ay Song 37)            Rockin' all over the world CD track 15            S10 I can perform a range of songs with awareness of others.</p> <p><b>Musical Vocabulary:</b>  <b>Step movement</b> – notes of a melody which moves in steps up or down.  <b>Pitch</b> – the complete range of sounds in music from the highest to the lowest.  <b>Notation</b> – a way of writing music down.  <b>Interval</b> – the distance between two notes.</p>	<p><b>PITCH</b>  <b>Objective:</b> To learn about melodies based on scales.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can play a scale up and down a glockenspiel with support. I can play a scale up and down the piano with support.            S6 I can explore a range of effects that can be made by an instrument or sound maker.  <b>Core:</b>            S10 I can recognise instruments and high and low voices.            I can play the tonic sol fa on tuned percussion.            I can play a scale on the piano.  <b>Extension:</b>            S14 I can sing with awareness of the rise and fall of the pitch.            I can use the Kodaly hand signs as we sing the tonic sol fa and Do-re-mi.            I can play a scale on the piano</p> <p><b>Resources:</b>            Music Express 4 'Dragon Scales' 4<sup>th</sup> Lesson plan CD tracks 46-49            Copies of Tonic Sol Fa photocopiable p.31  <b>Chime bars C D E F G A B Top C</b>, beaters            Piano</p> <p><b>Suggested Activities:</b>  <b>Sing a scale – Sing up Autumn 2013 CD Zoomah tracks 3 &amp; 4.</b></p> <ol style="list-style-type: none"> <li>1. Play track 46. Identify and learn a scale passage in a melody. Trace the step movements of a melody in the air.</li> <li>2. Play tracks 47-48. Learn to sing the first melody from Do-re-mi and use the Kodaly hand signs (p.31) as an aid to learning pitch.</li> <li>3. Play track 49. Learn the second melody from Do-re-mi. Use hand signals.</li> </ol> <p><b>Fun song suggestions:</b>            Sing up 2008 CD 'He's got the whole world' track 18            S12 I can sing/chant in time with the pulse/backing track.            'Dem bones' track 4</p> <p><b>Musical Vocabulary:</b>  <b>Step movement</b> – notes of a melody which moves in steps up or down.  <b>Scale</b> – a group of notes played in an identified order.</p>	<p><b>TIMBRE, TEMPO &amp; DYNAMICS</b>  <b>Objective:</b> To learn that music, like pictures, can describe images and moods.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can indicate through symbols, words, facial expression and movement how music makes me feel.            S7 Listen and appreciate sound within sound stories.  <b>Core:</b> I can identify descriptive features in music.            I can offer suggestions about how a composer has tried to affect my mood.  <b>Extension:</b> I can analyse and comment on how sounds are used to create different moods.  <b>Resources:</b>            Music Express 4 'Painting with sound'. 1<sup>st</sup> lesson.            Tambourines.            Percussion instruments – tambourines.</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Play CD tracks 56-57. Two contrasting pieces of music. How does it make you feel? Use their imaginations to discuss images created by music.</li> <li>2. Start to identify how composers use and combine the musical elements to create a mood or image. Talk about the speed (tempo), the volume (dynamics) and the sound quality – booming, squeaky, melodic (timbre).</li> <li>3. Play Tambourine talk to express moods using instruments and vocal sounds. Play a conversation game with instruments.</li> </ol> <p><b>Fun song suggestions:</b>            Sing up Autumn 2013 CD 'Poverty knock' track 11 (A 19<sup>th</sup> century folk song about the lives of factory weavers).            'Ain't gonna let nobody' track 9 Spiritual with a hip-hop twist.</p> <p><b>Musical Vocabulary:</b>  <b>Programme music</b> – music that tells a story, paints a picture or creates a mood.  <b>Pulse</b> – The steady beat of the music  <b>Musical elements</b> –  <b>Pitch</b> – range of sounds (high to low)  <b>Rhythm</b> – pattern of long and short sounds  <b>Timbre</b> – quality of sound  <b>Dynamics</b> - volume  <b>Tempo</b> - speed</p>



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Week 6	Week 7	Week 8	Week 9	Week 10																																																
<p><b>TIMBRE. TEMPO &amp; DYNAMICS</b>  <b>Objective:</b> To create a dance in response to a piece of music.            To recognise changes in tempo (speed), pitch (low to high) and volume in a piece of music.</p> <p><b>Success Criteria:</b>  <b>Support:</b> S6 I am beginning to move expressively in response to music.  <b>Core:</b>            S10 beginning to appreciate a range of music from other structures and genres.  <b>Extension:</b> S13 I am beginning to identify different families of instruments within pieces of music.</p> <p><b>Resources:</b>            Hall of the Mountain King from the Peer Gynt Suite by Grieg. CD.            Computer linked to internet.</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Play the music once through. Ask pupils what they felt about it?</li> <li>2. Play a second time and teacher to indicate the dynamics – getting louder, and the tempo – getting faster. Do they recognise any instrument families? (brass, string, woodwind, percussion)</li> <li>3. Tell the story of the musical piece – entering the hall of the Mountain King. Watch a video (from you tube)</li> <li>4. Pupils to dance around a pretend 'fire' in the centre of the room. Whirling round, faster and faster using menacing movements, gestures and faces.</li> <li>5. Play the pulse of the piece on drums.</li> </ol> <p><b>Fun song suggestions:</b>  <i>A thousand Hairy Savages – A chant which lends itself to a change in pitch and volume. Be a conductor and help pupils respond to louder and quieter hand gestures.</i>            S11 Sing/chant with awareness of rhythm  <i>Write musical terms f and p on the board and explain.</i></p> <p><b>Musical Vocabulary:</b>  <b>Programme music</b> – music that tells a story, paints a picture or creates a mood.  <b>Pulse</b> – The steady beat of the music  <b>Musical elements</b> –  <b>Pitch</b> – range of sounds (high to low)  <b>Rhythm</b> – pattern of long and short sounds  <b>Timbre</b> – quality of sound  <b>Dynamics</b> - volume  <b>Tempo</b> - speed  <b>Musical terms:</b>  <b>f (forte) = loud p (pianissimo) = quiet</b></p>	<p><b>COMPOSING (exploring sounds)</b>  <b>Objective:</b> To compose a piece of music to 'describe' Miss Trunchbull.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S6 I can join in and play instruments with others.            S8 I can copy simple rhythms and musical patterns or phrases.            S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning.  <b>Core:</b>            I can discuss which style of music would suit Miss Trunchbull and choose different instruments to suit my character.            S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning.  <b>Extension:</b>            I am aware of music being used on films to influence how we see a character.            S13 I can improvise a soundscape to fit with a given image.</p> <p><b>Resources:</b>            Whiteboard pen and rubber (adult)            Computer and Matilda CD. Clips selected to show Miss Trunchbull            Percussion – tuned and untuned</p> <p><b>Suggested Activities:</b>            Show a video clip of Miss Trunchbull with the sound turned off.            Watch it a second time with the sound on.            Does the music improve the clip?  <b>Tell pupils that the film company want a new sound track for Miss Trunchbull!</b>            Collect words to describe her character.            Which instruments could represent her?</p> <ol style="list-style-type: none"> <li>1. Pupils select an instrument. Watch clip again and play along to it with sound turned off. Do they want to change their instrument? How can they make it sound better? Which other instruments could sound 'mean'? (scrapers, cow bells, wood blocks)</li> <li>2. Repeat task and 'conduct' pupils so that they think about their volume, the speed and frequency. Explain that in an orchestra the instruments do not play all the time, they play in different groups. Your instrument will need to 'rest' at times to allow other instruments to be heard. A pupil could conduct.  <b>Appraise playing</b> Highlight effort, skill...</li> </ol> <p><b>Film the music using i-pad.</b></p> <p><b>Musical terms:</b>  <b>f (forte) = loud p (pianissimo) = quiet</b></p>	<p><b>COMPOSING</b>  <b>Objective:</b> To compose a piece of music to 'describe' Miss Honey.            To write down a pattern of notes to play.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S6 I can explore a range of effects that can be made by an instrument.            S6 I can join in and play instruments with others            S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning.  <b>Core:</b> I can discuss which style of music would suit Miss Honey and choose different instruments to suit my character.            S10 I can follow the musical representations for loud and soft, f (forte) and p (piano).  <b>Extension:</b> I recognise that different instruments create sounds which are more or less suitable to depict a character.            I can 'conduct' the class, stopping and starting instruments playing <i>and controlling tempo and volume.</i></p> <p><b>Resources:</b>            Computer and Matilda CD. Clips selected to show Miss Honey            Pupils to have whiteboards, pens and rubbers.</p> <p><b>Suggested Activities:</b>            Show a video clip of Miss Honey with the sound turned off. Watch it a second sound on. Is Miss Honey's music how you expect it should be? Which type of instruments do they think would suit Miss Honey? Should there be a melody? (a tune).</p> <ol style="list-style-type: none"> <li>1. Give out glockenspiels and chime bars. Ask pupils to select a few notes which they can play as an ostinato (repeated pattern) Write their pattern down onto a whiteboard (capital letters for notes).</li> <li>2. Teachers to help pupils order their 'pieces' ready to play along with the clip. Remember the importance of 'rests'. Combine some pieces.</li> <li>3. Practise playing in the decided order. Remind pupils to keep an eye on the conductor – allow pupils to take a turn.</li> <li>4. Play along with the film clip and record on i-pad.</li> <li>5. Listen to the two compositions recorded so far and encourage pupils to compare them</li> </ol> <p><b>Musical terms:</b>  <b>f (forte) = loud p (pianissimo) = quiet</b></p>	<p><b>PLAYING FROM A SCORE</b>  <b>Objective:</b> To follow a simple score using symbols for untuned percussion.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S6 I can join in and play instruments with others.            S7 I can follow simple graphic scores with symbols or pictures and play simple patterns or sequence music.  <b>Core:</b> I can follow a simple score playing an untuned percussion instrument.            S9 I can compose using long and short sounds. Use a simple graphic score for a purpose.  <b>Extension:</b> I can follow a percussion score and play accurately, in time.            S14 I can play from a simple rhythm notation on my own.</p> <p><b>Resources:</b>            Untuned percussion instruments.            Class whiteboard and pen or interactive board.</p> <p><b>Suggested Activities:</b>            Teacher to draw 8 by 2 grid on the board</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td></tr> <tr><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td></tr> </table> <p>Explain that this is a clapping grid. Point along each box from left to right and ask pupils to <b>clap</b> as you point to a cross and <b>rest</b> when there is space. Count 1,2,3,4 out loud before you start pointing to the first box.</p> <p>Alter the crosses like this:-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>X</td><td>xx</td><td></td><td></td><td>X</td><td>xx</td><td></td></tr> <tr><td></td><td>X</td><td>xx</td><td></td><td></td><td>X</td><td>xx</td><td></td></tr> </table> <p>Ask how should we play this? See if they recognise that there is a beat for each space and the small crosses represent two half beats. Point along each box again.</p> <p>Re-draw the grid. Hand out 4 tambourines. Circles are tambourines. Crosses are claps.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>o</td><td>xx</td><td></td><td></td><td>o</td><td>xx</td><td></td><td></td></tr> <tr><td>o</td><td>xx</td><td></td><td></td><td>o</td><td>xx</td><td></td><td></td></tr> </table> <p>Build up sequences of instruments. Represent a maraca with a drawing. Draw a triangle. A cross can represent a drum.</p> <p><b>Fun song suggestions:</b>  <i>I am the music man (action song)</i></p> <p><b>Musical Vocabulary:</b>  <b>1 beat</b> (slow) <b>Half a beat</b> (quick)  <b>Rest</b> – a silence</p>		X		X		X		X		X		X		X		X		X	xx		o	xx			<p><b>COMPOSING &amp; PLAYING FROM A SCORE</b>  <b>Objective:</b> To be involved in writing a score for tuned and/or untuned percussion instruments.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S7 I can respond to signs given by a musical conductor, e.g. to start or stop playing. Play loudly, quietly, quickly and slowly in imitation.  <b>Core:</b> I can write a score for 1 or 2 different instruments.            I can play from my score with another person.            S10 I can compose incorporating silences using a simple graphic score for a purpose.  <b>Extension:</b>            S13 I can perform differences in pitch from simple notation.            S14 I can play from a simple rhythm notation on my own.            S15 I can evaluate peers' and own work during rehearsals to make improvements.</p> <p><b>Resources:</b>            Tuned and untuned percussion instruments</p> <p><b>Suggested Activities:</b>            Give out large piece of paper with 8 x 4 grids drawn on them.            Pupils to work in two's (support and core) or a three (extension – might be two pupils and 1 adult).            Extension group will need to identify which notes to play to create a tune if they want to use untuned percussion. Two instruments can play at the same time if you draw them both in the same box.            Remind pupils of which symbols they agreed to represent different instruments. Only one beat or two half beats should be drawn in a box (not lots). Remind pupils of using rests to create a pause in a piece of music.            Adults to support each group in performing their compositions – adjusting the speed so pupils have time to check when they are next playing a note.</p> <p><b>Seasonal song suggestions:</b>  <i>Music book - Songs for Every Easter.</i>  <i>Easter jubilation, All in an Easter garden,</i>  <i>When I think about the cross,</i>  <i>We have a King who rides a donkey . . .</i></p> <p><b>Musical Vocabulary:</b>  <b>1 beat</b> (slow)  <b>Half a beat</b> (quick)  <b>Rest</b> – a silence</p>																								
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	<b>Week 11</b>				<b>Suggested Home Learning</b>
	Easter Service in Church.				<p>Play body percussion along to music on TV (such as adverts).</p> <p>Look for instruments in your house, such as fingers/pencils tapping on saucepan lids, bottles filled to different levels with water, comb and paper bazooka, spoons clicking together, fork on a grater, cardboard tube trumpets. Have fun – have a family orchestra for special events such as a birthday. Make an elastic band guitar using recyclable junk.</p> <p>Follow the rhythm of a song or piece of music and tap/clap to the beat. Improvise some rhythms to accompany your favourite songs.</p>