

TMPF Music Weekly Planning Foundation Stage/ Key Stage 1 Autumn Term 1 2023

On-going objectives: To listen and respond to music

Singing ideas for harvest/ Autumn: Twinkl nursery rhyme tunes to Harvest/ Autumn words (insert throughout the term as appropriate)

Week Beginning	Reception- Beat and tempo	KS1 – Beat and tempo
04/09/23	<p>To sing as part of a group. To follow instructions. To clap and tap in time with the music. Resources: claves, CD player Ask the class to sit in a circle. Introduce the stop/go sign. Sing 'Say Hello' (Game Songs 1). Once familiar with the melody change the words:</p> <ul style="list-style-type: none"> • Pat your knees • Stamp your feet • Clap your hands • Tap your head <p>Now confident with the song, use the register to sing hello to everyone and they respond. Sing 'How do you do?' and then clap the rhythm. Pass round the claves to play the rhythm. Pass them round a second time with the class chanting 'how do you do' and each child filling in their name (my name is....., how do you do). Sing Head's, Shoulder, Knees and Toes.</p>	<p>To keep a steady beat as part of an accompaniment to a song. To use percussion instruments with increasing control. To understand the difference between beat and rhythm. Resources: Music Express 2 CD ROM, percussion instruments. Sing 'Say Hello' without accompaniment using the register. Play a game of simple 'Switch'. Does anyone know the difference between beat and rhythm? Explain that today we will be focussing on beat. Teach the song 'Someone's in the kitchen with Dinah' if possible using the CD ROM and ask the children to mime strumming on the banjo to the beat of the song in the chorus. Develop actions for the chorus. First give out percussion instruments and ask the class to play the beat. Next extend the activity so that one group plays the beat and the other group plays the rhythm.</p>
11/09/23	<p>To sing as part of a group. To maintain a steady beat. To practise taking turns. Resources: ME FS p.10, CD player, teddy bear, pairs of percussion instruments. Pass a clap around the circle. Repeat the song from last week 'Say Hello'. Use the register to sing the names of each child and they respond with 'Hello'. Sing 'My turn, your turn' track 3 and tap knees to the beat. Once familiar pass round the teddy during the song. Put pairs of instruments in the middle of the circle and play 'I've got a tambour' keeping a steady beat. Finish by singing Kye Kye Kule and tapping different body parts to the beat.</p>	<p>To follow a rhythm by following pictures. To use percussion instruments with increasing control. To understand the difference between beat and rhythm. Resources: ME 2 CD ROM, Percussion instruments. Warm up: Penguins attention. Sing/ recap 'Someone's in the kitchen with Dinah' and tap the beat. Introduce and familiarise the four phrases in the 'What's the time Mr Wolf' game using the IWB so that the class can confidently clap each rhythm and play a game choosing children to be the wolf and the class guess the rhythm. Play activity 2 showing a rhythm for them to copy. Second time through just clap without saying the words. Play the game with 'wolf' at the back and rest facing away from the board. Extend to whole class with instruments if time.</p>

<p>18/09/23</p>	<p>To sing as part of a group. To maintain a steady beat. <i>Resources: percussion instruments, ME FS p.13, mirrors if available.</i> Pass a clap round the circle and play the name game (clap, clap, name). Recap the song 'Kye Kye Kule' from the previous session, tapping different body parts on the beat. Sing 'The Grand Old Duke of York' with actions. Then ask the class to stamp to the beat. Then clap the beat. Introduce some simple percussion instruments (drum, tambourine, claves, shaker) and play the steady beat. Make a face activity from p.13- children to look in a mirror while exploring different 'faces' e.g. happy, sad, angry, frightened, sleepy, funny. One child is the leader and chooses a face for everyone to copy. Sing 'Make a face' and make up new verses for different feelings.</p>	<p>To play and maintain a steady beat To sequence sounds To control changes in tempo <i>Resources: ME p.20, four types of percussion instruments- scrapers, wood blocks, drums, triangles.</i> Display (if possible) Professor Brains amazing machine. Listen to Amazing machine beat and tap knees to the beat. Continue to tap the beat whilst listening to the song 'Professor brains amazing machine' and join in with the machine sounds in the chorus. Listen to 'Machine sounds' and tap knees. When secure make the machine sounds too. Look at the four sound cards and move them round as we say the rhythms, still tapping the beat on knees. Allocate instruments to four groups to play each machine sound. Rest of class to tap knees. Swap instruments round.</p>
<p>25/09/23</p>	<p>To play a steady beat. To identify changes in tempo. To develop control of percussion instruments <i>Resources: ME FS p. 12, Interactive Whiteboard, different items of footwear, if available.</i> Use the lollipop stop/ go sign to practice following the conductor. Listen to 'Father, Mother and Uncle Tom' and say the rhyme together along with the actions. Practice slowing down and speeding up to different, familiar actions e.g. beating an egg, rowing a boat, bouncing a ball. Listen to 'Footwear' and ask the class what they think the sounds are? (flippers, shoes, trainers). One child chooses which footwear they will 'put on' and then moves around copying the speed (flippers slow, shoes, medium, trainers fast).</p>	<p>To play and maintain a steady beat To sequence sounds To control changes in tempo. <i>Resources: percussion instruments, ME 1</i> Listen to Robot Beat and move like a robot. Listen to factory robots and identify the instruments. Fit the actions to the song. ?what happens to the tempo (speed?) Transfer the actions to percussion instruments with one set of actions at a time, building up to four sets.</p>

	<p>Draw round a hand and a shoe on the IWB. Make a pattern of four hands and ask the class to do four claps to follow the pattern. Similarly with four feet. Then mix and match the hand and foot patterns for the class to follow.</p>	
02/10/23	<p>To identify changes in tempo. To play a steady beat. <i>Resources:</i> ME FS p.14, percussion instruments Read the story of 'Ananse, Puss and Ratta' then dance along to 'Ratta's dance' track 11 turning, twisting, low and high matching the speed of the music. At pop stop dancing and sit down. Say together the rhyme of 'Little Miss Muffet' using hand actions (hand to mouth for eating, medium pace, slow creeping movement for the spider, quick fingers running away). How does the speed change? Can you choose an instrument to match the sound?</p>	<p>To sing as part of a group. To play a steady beat. To identify changes in tempo. <i>Resources:</i> Instruments, traffic light cards Sing 'Autumn Leaves are falling down' (tune of London Bridge). Second time through stand up and stamp to the beat of the song, aiming to get everyone stamping together. Increase/ decrease the tempo. Listen to 'Copenhagen steam railway gallop' (don't reveal title yet). ?What does this music describe? (train journey). Listen carefully to the changes in tempo. Give out the percussion instruments and practise playing a steady beat. Use the traffic light cards to control the whole class playing faster and slower. Invite a child to be the 'speedometer' by moving their arms in a circle and the class follow.</p>
09/10/23	<p>To sing as part of a group. To play a steady beat. To identify changes in tempo. To develop control of percussion instruments <i>Resources:</i> Wood block, ME FS p. 16 Use the lollipop stop/ go sign to practice following the conductor. Sing Autumn leaves are falling down and clap the beat, then play wood blocks tapping the beat. Listen to 'bird melodies' (Music Express FS track 14 – 15) and notice the fast tempo, move arms quickly. Listen to track 15 and notice the slow tempo, move slowly.</p>	<p>To identify and perform changes in tempo. <i>Resources:</i> High low dolly pepper, photocopy of p. 45 between pairs. Warm ups: 'Slow Motion Replay' (p.41) - ask a child to do something that is usually done quickly (e.g. brushing teeth, running) and mime it in slow motion- can the class guess the action? Slowly, slowly creeps the snail (p.46) Explain that we will play accompanying sounds to the story 'The Hare and the Tortoise' (p.43). Give out instruments and split class into 'hare' and 'tortoise' groups. Practise the fast and slow sounds. Read through the story and play the accompaniment.</p>

	Listen to 'Bye baby bunting' and attach movements to each line, sing several times, getting slower each time until the 'baby' falls asleep.	Etx. Give pairs a copy of p.45. Ask them to choose one of the sections to play to their partner in a different order and the partner numbers them underneath.
16/10/23	<p>To sing as part of a group.</p> <p>To play a steady beat.</p> <p>To develop control of percussion instruments</p> <p>Resources: conkers</p> <p>Sing: Five shiny conkers, displaying the conkers and taking one away each time.</p> <p>Read and talk about the story 'A Squash and a Squeeze'. Explain who Julia Donaldson is. Listen to her song of the story and join in the chorus.</p> <p>Listen to 'Nut tree' and follow the actions.</p> <p>Watch 'Five Little pumkins' and copy the facial expressions.</p>	
23/10/23		

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 all around.

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
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Autumn Leaves are falling down (London bridge) Five shiny conkers Snowflakes snowflakes all around (Twinkle twinkle) Five little pumpkins Twinkl Autumn/ harvest songs		
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