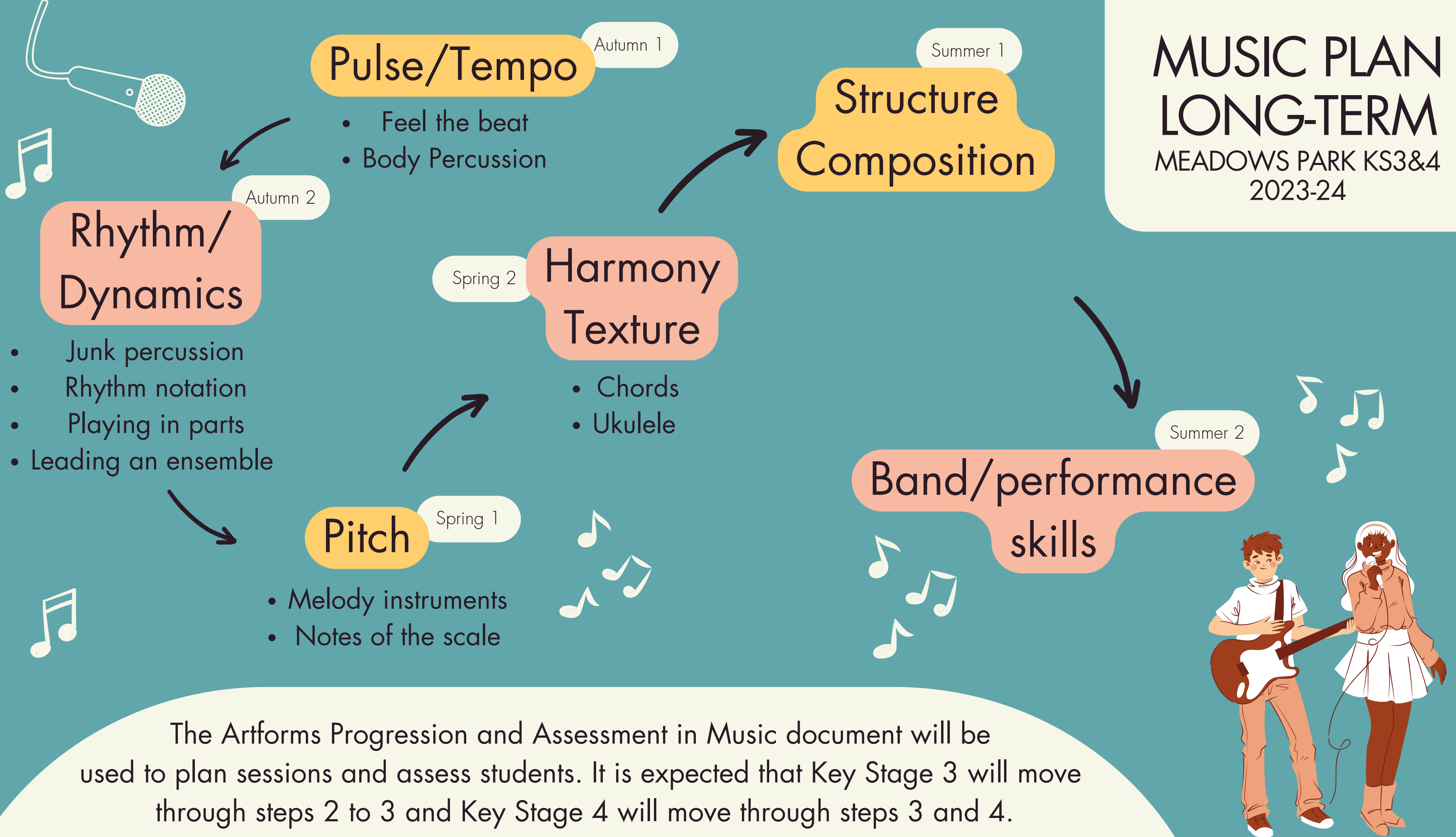


MUSIC PLAN LONG-TERM MEADOWS PARK KS3&4 2023-24



The Artforms Progression and Assessment in Music document will be used to plan sessions and assess students. It is expected that Key Stage 3 will move through steps 2 to 3 and Key Stage 4 will move through steps 3 and 4.

Aims

- I can control changes in tempo with my body, and instruments, e.g. faster/slower. [Tempo Step 2](#)
- I can respond to instructions given musically, using my body and instruments. [I am a listener Step 2](#)

- I can use a range of changes in tempo both gradually and suddenly. [Tempo Step 3](#)
- I can control intended changes of speed and notice unintended ones. [Tempo Step 4](#)

Key Stage 3

- Sessions 1-2

Introductions and get playing. Hello song. Everyone tries a small percussion instrument, listens to the ukulele and plays along however they like.

- Sessions 3-4

Pass the beat around the room. Work together to create the pulse. Find the **pulse** of different pieces of music and feel it in our bodies - body percussion. **'The pulse is the beat, we feel it in our feet.'**

- Sessions 5-6

What is **Tempo**? Listen to fast/slow music and find the pulse. Listen to music that changes tempo. Play along as the leader changes tempos. Some student conduct tempo changes.

Key Stage 3

- Sessions 1-2

Introductions and listening to music we like. Clap/stamp along. Feel the **pulse** on percussion and using our bodies.

- Sessions 3-4

Tempo. Pass the beat around the room. Work together to create the pulse using body percussion. **'The pulse is the beat, we feel it in our feet.'** Listen to fast/slow music and find the pulse. Listen to music that changes tempo and identify the changes.

- Sessions 5-6

Play along using body percussion then percussion instruments following **tempo** changes. Students take turns to lead and conduct tempo changes to the class.