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| Squirrels Class Medium Term Planning for **Music Summer Term 2024** | |
| Charanga ‘Anyone Can Play’   * Unit 23 - Pulse * Unit 24 - Pitch | Children will listen to and move to music each day at key times.  Whole School Events:  World Music Day – 21st June |

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| Week 1 – Link it  Exploration of familiar songs using voices and instruments. Become familiar with simple instructions as expected within music lessons: stop, start, loud, quiet | Weeks 2-4 – Learn it/Show it  Unit 23 - Pulse | Weeks 5-7 - Learn it/Show it  Unit 24 - Pitch | Weeks 8-9 – Check it  Application of new skills to Summer/Transitional songs. | Week 10 – Know it  Performance for leavers assembly or transition activities. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Expressive Arts and Design (Being Imaginative and Expressive)**  Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  **KS1 - Music**  Pupils should be taught to:  • use their voices expressively and creatively by singing songs and speaking chants and rhymes;  • play tuned and untuned instruments musically;  • listen with concentration and understanding to a range of high-quality live and recorded music;   * experiment with, create, select and combine sounds using the inter-related dimensions of music. | **ELG – Music**   * Begin to build a repertoire of songs. * Explore the different sounds of musical instruments. * Create simple representations of events, people and objects.   **Y1/2 – Music**   * Take part in singing, accurately following the melody. * Follow instructions on how or when to sing or play an instrument. * Play tuned and unturned instruments musically * Make and combine sounds using the inter-related dimensions of music. * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Create a sequence of long and short sounds. * Use symbols to represent a composition and use them to help with a performance. * Recognise and explore how sounds can be combined and used expressively. * Create a mixture of different sounds (long and short, loud and quiet, high and low). * Choose sounds to create an effect. * Sequence sounds to create an overall effect.   Listen with concentration and understanding to a range of high quality live and recorded music. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploration of familiar songs. Exploration of voice and instruments. | Practising a steady beat. Linking this to tempo and images. | Developing a steady beat, using actions and words to help. | Respond to changes in tempo using images and words to help. | Performing a song/rhyme. |