Springfield School

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| Blackbirds Class Medium Term Planning for Music 1 |
| Topic: The Great Fire of London |

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| **Lesson 1 ‘link it’**  **Ourselves – Exploring Sounds**  **Creating and responding to vocal sounds and body percussion.**  Music express – Year 2 lesson 1  Use vocal sounds and body percussion to express feelings | **Lesson 2 ‘learn it’**  **Ourselves – Exploring Sounds**  **Developing the use of vocal sounds to express feelings.**  **Exploring expression in a conversation without words.**  **Notating pitch, shape and duration using line graphics.**  Music express Year 2 – lesson 2  Adding vocal sounds and body percussion to music | **Lesson 3 ‘check it’**  **Ourselves – Exploring Sounds**  **Understanding how mood can be expressed using the voice.**  **Understanding he structure of call and response songs.**  **Developing an expressive song performance with voices and instruments.**  Music express Year 2 – lesson 3  Adding body percussion and instruments to music |
| **Lesson 5 ‘link it’**  **Toys – Beat**  **Keep a steady beat at different speeds.**  **Marking beats within a 4 beat metre.**  Music express – Year 2 lesson 1  Marching toys to find beats | **Lesson 6 ‘learn it’**  **Toys – Beat**  **Developing a sense of a steady beat through chant actions and instruments.**  **Marking beats within a 4 beat metre.**  Music express Year 2 – lesson 2  Using toys to demonstrate beats | **Lesson 7 ‘check it’**  **Toys – Beat**  **Performing a steady beat.**  **Changing tempo.**  **Responding to images**  Music express Year 2 – lesson 3  Matching scooters to tempo – drawing images |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| 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. | * 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. * Recognise and explore how sounds can be combined and used expressively. * **Choose, order and combine sound to create an intended effect.** |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Knowledge of self and feelings * Skills in listening and responding | Activities provided during lesson  Resources  **Using Music Express** Explore self and feelings  Explore sound in relation to feelings  Explore beat an tempo | Independent activities linked to lesson  Resources  **PPTs**  **Books**  Play instruments  Create sounds  Demonstrate steady beat and vary tempo in response. | How will the pupils share knowledge during or end of lesson  **Explore and discuss photographs of lessons**  Share and compare work through performance | Retrieve or generalization of learning after lesson   * Listen to beats and tempo in other music * Discuss feelings of different pieces of music |