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 1Marching 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 2Using toys to demonstrate beats  | **Lesson 7 ‘check it’** **Toys – Beat** **Performing a steady beat.****Changing tempo.** **Responding to images** Music express Year 2 – lesson 3Matching 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.**
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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 feelingsExplore 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
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