Springfield School

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| Blackbirds Class Medium Term Planning for Music 2 |
| Topic: The Great Fire of London |

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| **Lesson 1 ‘link it’**  **Our Land – Exploring Sounds**   * **Exploring timbre and texture to understand how sounds can be descriptive** * **Matching sounds to images** * **Creating and performing descriptive instrumental music inspired by British myths and legends**   Music Express – Year 2  Exploring sounds in relation to place | **Lesson 2 ‘learn it’**  **Our Land – Exploring Sounds**  **• Listening to and identifying contrasting sections of descriptive music**  **• Matching descriptive sounds to images**  **• Identifying ways of producing sounds**  Music Express – Year 2  Using instruments and body percussion to explore place | **Lesson 3 ‘check it’**   * **Listening to, and evaluating composition;**   **• Rehearsing and refining to**  **develop a performance**  Music Express – Year 2  Using vocals and instruments to make sounds. |
| **Lesson 5 ‘link it’**  **Our bodies – Beat**  **• Recognising and responding to steady beat**  **• Recognising and responding to a rhythm ostinato pattern**  **• Recognising and playing rhythmic patterns**  Music Express – Year 2  Recognise and respond to rhythm and beast using different music | **Lesson 6 ‘learn it’**  **Our bodies – Beat**  **• Recognising and responding to steady beat at different tempi**  **• Playing steady beats at different tempi on body percussion and instruments**  **• Singing in two parts and combining steady beats**  Music Express – Year 2  Using instruments to make beats | **Lesson 7 ‘check it’**  **Our bodies – Beat**  **• Recognising and responding to different steady beats**  **• Performing rhythmic movement patterns to a steady beat**  **• Performing rhythmic patterns on percussion**  Music Express - Year 2  Using performance to demonstrate beat |

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 places * Skills in listening and responding | Activities provided during lesson  Resources  Using Music Express  Explore places and sounds relating to places  Explore sounds that can be created with our bodies | 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 places and sounds that relate to places. * Perform different sounds that can be created by our bodies. |