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.**
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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 places
* Skills in listening and responding
 | Activities provided during lesson Resources Using Music Express Explore places and sounds relating to placesExplore 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.
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