Springfield School

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| Blackbirds Class Medium Term Planning for Music 1 |
| Topic: Wonder Women |

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| **Lesson 1 ‘link it’**  **Animals – Pitch and changing pitch**  **Listening to a steady beat and responding in movement**  **• Identifying and responding to changes in pitch, upwards and downwards**  **• Performing changes in pitch using whole body movement and voice**  Music Express – Year 2  Exploring sounds in relation to animals and movement | **Lesson 2 ‘learn it’**  **Animals – Pitch and changing pitch**  **Understanding and performing upwards and downwards pitch direction**  **• Reading pitch line notation**  Music Express – Year 2  Exploring sounds in relation to animals and movement | **Lesson 3 ‘check it’**  **Animals – Pitch and changing pitch**  **• Playing pitch lines on tuned percussion**  **• Combining pitch change with changes in other elements/dimensions**  Music Express – Year 2  Exploring sounds in relation to animals and movement |
| **Lesson 5 ‘link it’**  **Number – beat**  • **Performing a steady beat and simple rhythms using movement and body percussion**  **• Understanding and differentiating between beat and rhythm**  Music Express – Year 2  Exploring sounds in relation to numbers and beat | **Lesson 6 ‘learn it’**  **Number – beat**  **• Performing simple rhythms using movement and percussion**  **• Understanding and differentiating between beat and rhythm**  Music Express – Year 2  Exploring sounds in relation to numbers and beat | **Lesson 7 ‘check it’**  **Number – beat**  **Performing a steady beat and simple rhythms using movement and body percussion**  **• Understanding and differentiating between beat and rhythm**  Music Express – Year 2  Exploring sounds in relation to numbers and 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 numbers and sounds relating to animals  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 pitch in other music * Discuss places and sounds that relate to animals * Perform beats in numbers |