Springfield School

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| Blackbirds Class Medium Term Planning for Music 1 |
| Topic: Pioneers |

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| **Lesson 1 ‘link it’**  **Computing – Composition**  **Representing sounds with symbols**  Music Express – Year 3  Earcon game- Listen to earcons and identify them in a sequence in a listening game  Emoticon song- Learn to sing Emoticon song with expressive sounds and actions Percussion emoticons -Compose sounds on tuned and untuned percussion for each emoticon | **Lesson 2 ‘learn it’**  **Computing – Composition**  **Using voices creatively and expressively**  Music Express – Year 3  The telephone song- Learn to sing the call and response song  The telephone song Ringtones- Create mobile phone ringtones using voices  Ringtones performance- Perform the vocal ringtones | **Lesson 3 ‘check it’**  **Computing – Composition**  **Creating and performing from a symbol score**  Let the games begin- Match audio themes with their game app images  Smiley computer game -Match computer game movements with audio sequences  Smiley’s new moves -Compose and play computer game sound effects on percussion |
| **Lesson 4 ‘link it’**  **Computing – Composition**  Music Express – Year 3  Create new ring tone for ,mobile phone. Compose using technology to aid. | **Lesson 5 ‘learn it’**  **Computing – Composition**  Music Express – Year 3  Create new ring tone for ,mobile phone. Compose using technology to aid. | **Lesson 6 ‘check it’**  **Computing – Composition**  Music Express – Year 3  Create new ring tone for ,mobile phone. Compose using technology to aid. |

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 technology and sounds  Explore sounds that can be created for technology | 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 technology * Perform compositions |