



Butterflies Class Medium Term Planning for Music Summer 2024

Charanga

SEND scheme - Anyone can play

Unit 15

Unit 17

Children will listen to and move to music each day at key times. They will listen to and participate in rhymes weekly and they will have educational songs as part of their daily learning.

Within English they will be listening to music for different types of dances
Different songs and rhymes will be learnt and sung each week throughout the topic:
Slowly, slowly creeps the snail, Wiggly Woo, Incy Wincy, etc.

Lessons 1-6

SEND scheme unit 15:

Coordination through signing to a song

Turn taking with instruments, group and solo opportunities

Solo activity: joining in, anticipation, playing at the right time, playing an appropriate sound, vocalising

Lessons 7-12

SEND scheme unit 17:

Coordination through signing to a song

Turn taking with instruments, group and solo opportunities

Solo activity: recognising and reacting to a flashcard

Option	Resources	Solo Activity	Outcomes. A child...
A	Voices / hands Bells / shakers Microphone	Jellyfish Chorus In the 'Jellyfish Chorus' the children can make hand movements on "Jiggle, Jiggle" and the word "Splash". Replay the track. The children can play bells and shakers to "Jiggle, Jiggle". Replay the track. Pass the microphone, allow the children to vocalise.	<ul style="list-style-type: none"> ● Joins in actions ● Anticipates "Splash" ● Vocalises on "Splash"
B	Cymbal on a stand A wide range of beaters. Those lacking in confidence or range of movement may benefit from a hard beater and vice versa.	Jellyfish Chorus Place the cymbal in the solo spot. Ask a child to come to the solo spot and play the cymbal on "Splash".	<ul style="list-style-type: none"> ● Anticipates "Splash" ● Creates an appropriate sound on the cymbal ● Plays an appropriate sound in the correct place
C	A piece of tuned percussion Glockenspiels sound good in this.	The Jellyfish Place the glockenspiel in the solo spot. Ask a child to come to the solo spot. The child will play with the music so, direct the children to play no louder than the music.	<ul style="list-style-type: none"> ● Shows an awareness of pulse ● Plays with appropriate style ● Plays with appropriate volume
D	As for A, B and C Add a microphone if available.	The Jellyfish Create a performance where each child has a specific instrumental role: Solo 1: Cymbal on splash Solo 2: Glockenspiel in the instrumental section Everyone: Bells and shakers in the chorus Let children who can vocalise sing "Jiggle Jiggle" using the microphone.	Accepts and executes role of: <ul style="list-style-type: none"> ● Cymbal player ● Glockenspiel player ● Group player ● Solo vocalist

Option	Resources	Solo Activity	Outcomes. A child...
A	Ring: Cymbal with a beater and /or wind chimes Tap: A drum with a beater Shakers: Selection SHAKE / TAP / RING flash cards	Before you play the track Place the cymbal and drum in the solo spot and select two children to play these instruments. Explain that when the flashcard for TAP is shown, the drummer can play. Change the flashcard to RING and explain that the cymbal can now be played. Let the children try this activity before playing the track. The rest of the group to select a shaker. Come On And Play Everybody can play in the chorus. The soloist will play in the verse eg cymbal when the RING flashcard is shown. Place the cymbal and drum in the solo spot and ask the two selected children to play them.	Recognises and reacts to flash cards <ul style="list-style-type: none"> ● With physical and verbal prompts ● With subtle prompt ● Without prompt
B	Ring: Cymbal with a beater and /or wind chimes Tap: A drum with a beater Shakers: Selection SHAKE / TAP / RING flash cards	Come On And Play Place the cymbal and drum in the solo spot. Select two children to come to the solo spot and select an instrument. Everybody can play in the chorus. In the instrumental section, hold up the TAP or RING card and the child with the matching instrument should play.	Selects a card and finds the associated instrument with <ul style="list-style-type: none"> ● Physical and verbal ● Subtle prompt ● No prompt

Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>Expressive Arts and Design (Being Imaginative and Expressive)</u> Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p><u>KS1 - Music</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.	<p><u>ELG - Music</u></p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs. • Explore the different sounds of musical instruments. • Create simple representations of events, people and objects. <p><u>Y1/2 - Music</u></p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how or when to sing or play an instrument. • Play tuned and untuned instruments musically • 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. • Use symbols to represent a composition and use them to help with a performance. • Recognise and explore how sounds can be combined and used expressively.

- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Listen with concentration and understanding to a range of high quality live and recorded music.

Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'