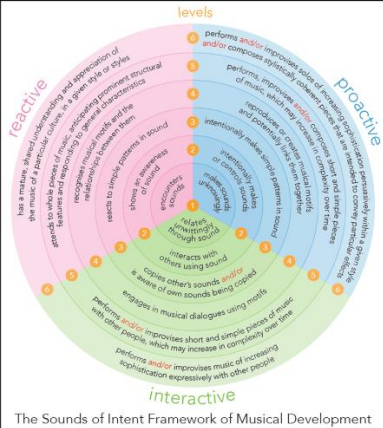




## Foxes Class Medium Term Planning for Music Summer Term 2024



This topic will be continually developed throughout a sequence of learning, based on half of the class, and vice versa during the other half of the class, swimming.

There will be specific planned opportunities to support the children's progress and may be altered to suit the needs of the children during the term.

- Summer 1 Unit (2) - Friendship song
- Summer 2 Unit (2) - Reflect, rewind, replay

The red highlight below shows progression of learning from the previous lesson.

<p><b>Lesson 1 - Link it:</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - Friendship Song by Joanna Mangona and Pete Readman: Play the song. Move to the music or sit down to listen with closed eyes.</li> </ul> <p>After listening, talk about the song and answer the questions together using correct musical language.</p> <p>language.</p> <p>Start to learn the song.</p> <p>Perform the song</p>	<p><b>Lesson 2 - Learn it</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - Count On Me by Bruno Mars: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</li> <li>Performance - Friendship Song: Perform and share what has taken place in today's lesson.</li> </ul> <p>Sing and play instrumental parts in the coda section - split into 3 groups as 2 groups will sing and 1 group will play.</p>	<p><b>Lesson 3 - Check it</b></p> <p>Listen and Appraise - We Go Together (from Grease soundtrack): Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> <li>Listen and Appraise - Friendship Song (if you want to): How are the songs different, how are they similar?</li> <li>Performance - Friendship Song: Perform and share what has taken place in today's lesson.</li> </ul>
<p><b>Lesson 4 - Link it</b></p> <p>Listen and Appraise - You Give A little Love from Buggy Malone: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer</p>	<p><b>Lesson 5 - Learn it</b></p> <ul style="list-style-type: none"> <li>Listen and Appraise - That's What Friends Are For sung by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John: Play the song. Move to the music or sit down to listen with</li> </ul>	<p><b>Lesson 6 - Check it</b></p> <p>Listen and Appraise - You've Got A Friend In Me by Randy Newman: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer</p>

<p>the questions together using correct musical language.</p> <ul style="list-style-type: none"> <li>• Listen and Appraise - Friendship Song (if you want to): How are the songs different, how are they similar?</li> <li>• Performance - Friendship Song: Perform and share what has taken place in today's lesson.</li> </ul>	<p>closed eyes. After listening, talk about the song and answer the questions together using correct musical language.</p> <ul style="list-style-type: none"> <li>• Listen and Appraise - Friendship Song (if you want to): How are the songs different, how are they similar?</li> <li>• Performance - Friendship Song: Perform and share what has taken place in today's lesson. Choose what you perform today.</li> </ul>	<p>the questions together using correct musical language.</p> <ul style="list-style-type: none"> <li>• Listen and Appraise - Friendship Song (if you want to): How are the songs different, how are they similar?</li> <li>• Performance - Friendship Song: Perform and share what has taken place in today's lesson. Choose what you perform today.</li> </ul>
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Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><b><u>Level expected at the end of EYFS - Expressive Arts and Design (Being Imaginative and Expressive)</u></b>            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><b><u>Key Stage 1 National Curriculum Expectations</u></b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• play tuned and untuned instruments musically;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b><u>KS2 National Curriculum Expectations</u></b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• use and understand staff and other musical notations;</li> </ul>	<p><b><u>Expressive Arts and Design (Being Imaginative and Expressive)</u></b>            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><b><u>KS1 - Music</u></b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• play tuned and untuned instruments musically;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b><u>KS2 - Music</u></b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression.</li> <li>• Improvise and compose music for a range of purposes, using the inter-related dimensions of music separately and in combination.</li> <li>• Appreciate and understand a wide range of high-quality music from different traditions and from great musician and composers.</li> <li>• Choose, order and combine sound to create an intended effect.</li> <li>• Develop skills of singing with increased confidence and control.</li> </ul>

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

- Evaluate music using musical vocabulary to identify areas of likes and dislikes

**Progression of Learning**

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
What do we know about pitch in music.	Develop pitch, patterns in music and musical notes on a bar.	Explore through different instruments and technology.		Share/perform to peers your knowledge and understanding.