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| updated logoHedgehogs Class Medium Term Planning for Music Spring Term 2023 |
| Topic: Fantasy Music Express – **Fantasy – Stories & Sounds (F)**Structure | Music will have dedicated slots throughout the week. 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. Continuous provision will also enhance the opportunities to explore music and sound on a daily basis.Key vocabulary: * Rhyme
* Tempo (fast/ slow)
* Loud/ quiet
* Soundmakers
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| **Lesson 1 – Link it & Learn it**Colourful creatures – Early Years Profile – ‘The green wide-mouthed tree frog’Play the story *The green wide-mouthed tree frog*. Encourage children to join in with the repeated 'eee' sounds in the story.Use soundmakers to play the rhythms of each food item, e.g. 'ba-na-nas', 'ter-mites' etc. | **Lesson 2 – Learn it**Jamaquack jive – 20-50mths – ‘Pop, pop’ pop’Sing or play *Pop, pop, pop* and perform the actions. Encourage children to copy your actions as you repeat the song.Use an energetic voice as you sing 'pop', 'zip' and 'go', and have a basket with poppers and zips cut from old clothes for children to explore.Jamaquack jive – 40-60mths – ‘Jamaquack’Encourage children to pass around a toy microphone as you say or play *Jamaquack*.Say the chant again and whoever holds the microphone on '5' makes a sound for everyone else to copy.  | **Lesson 3 – Learn it and check it**Sing me a story – 22-36 mths – ‘Sally go round the stars’Sing *Sally go round the stars*. Perform the actions for each line and encourage children to copy you.Change the name in the song each time for each child.Sing me a story – 30-50 mths – ‘Witch’s song’Sing *Witch's song* to the tune of *Baa, baa black sheep*, modelling the actions for children to copy. Provide instruments for children to play as you conjure up spells for 'Crash! Bang! Alazam!' | **Lesson 4 – Show it and know it**Copy cat sounds – 30-50 mths – ‘Bling Blang’Sing *Bling, blang* and encourage the children to listen to the nonsense words. Perform the actions as you sing, inviting children to join in with both the actions and the nonsense words.Some children may like to choose wooden instruments or soundmakers to play as they sing.Copy cat sounds – 40-60 mths – ‘Spots, spots, spots’Sing *Spots, spots, spots* and model dabbing imaginary spots onto yourself with your index finger. Children may like to join in by dabbing spots onto themselves. Use instruments to create the sounds. | **Cross-curricular lesson****Explore African Music (links to Geography)*** Listen to traditional African music
* Play along with the drums
* Copy movements to create a dance to match the tempo
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| **Lesson 1 – Link it & Learn it**Copy cat sounds – EYs – ‘Seaside song’ Sing *Seaside song* to the tune of *Skip to my Lou*, inviting children to join in with each repeated sequence. Encourage them to experiment with different instruments to make sounds for each verse. | **Week 2 – Learn it**Rock Candy – 22-36 mths – ‘I can hear Daniel’Sing *I can hear Daniel*. As you sing, perform the actions for each verse and encourage children to copy you.Some children may choose to walk around, clapping as they sing.Change 'Daniel' to the name of one of the children in your group.Rock Candy – 40-60 mths – ‘Clap your hands’Sing as you perform the actions. As the song becomes familiar, encourage children to join in with the actions.Invite them to make body percussion sounds and actions to accompany the song, e.g. clicking fingers, stamping feet, rubbing palms together. | **Week 3 – Learn it & Check it**Tell me a tale – 22-36 mths – ‘Here’s a box’Place a selection of objects and instruments (such as a tambourine, a jingle bell, a crocodile, a lion, a spider) into a large lidded box. Sing *Here's a box*. During the pause after 'what's inside!', bring out an item and either make a sound with it or make a sound to represent it. | **Lesson 4 – Show it and know it****Matching instrument sounds**Play a sound on an instrument hidden under a cloth and ask children to choose what instrument it is using symbols.Encourage children to copy you and select the same instrument as you, to copy your sound. | **Cross-curricular lesson****Explore Dinosaur sounds (links to History)*** Stomp feet like dinosaurs
* Slow, heavy movements
* Roar like a dinosaur into a microphone
* Copy actions to create a dinosaur dance
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Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS –** * 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.

**Key Stage One –** * 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.
 | EYFS - * **Enjoy singing, music and toys that make sounds**
* **Enjoy songs and rhymes, tuning in and paying attention.**
* **Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo.**
* **Say some of the words in songs and rhymes.**
* **Copy finger movements and other gestures.**
* **Sing songs and say rhymes independently, for example, singing whilst playing.**
* **Show attention to sounds and music.**
* **Respond emotionally and physically to music when it changes.**
* **Move and dance to music.**
* **Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.**
* **Explore their voices and enjoy making sounds.**
* **Join in with songs and rhymes, making some sounds.**
* **Make rhythmical and repetitive sounds.**
* **Explore a range of soundmakers and instruments and play them in different ways.**
* **Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.**
* **Listen with increased attention to sounds.**
* **Listen carefully to rhymes and songs, paying attention to how they sound.**
* **Learn rhymes, poems and songs.**
* **Sing in a group or on their own, increasingly matching the pitch and following the melody.**

Key Stage One - * **Combine voices and movement to perform a chant and a song**
* **Use voices to create descriptive sounds**
* **Identify and keep a steady beat using instruments**
* **Play percussion instruments at different speeds (tempi)**
* **Explore sounds on instruments and find different ways to vary their sound**
* **Use instruments to create descriptive sounds**
* **Recognise and respond to changes in tempo in music**
* **Identify a sequence of sounds (structure) in a piece of music**
* **Respond to music through movement**
* **Identify a repeated rhythm pattern**
* **Understand musical structure by listening and responding through movement**
* **Explore, create and place vocal and body percussion sounds**
* **Explore different sound sources and materials**
* **Explore sounds on instruments and find different ways to vary their sound**
* **Play fast, slow, loud, and quiet sounds on percussion instruments**
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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 Exploring familiar instruments and actions to familiar nursery rhymes. | Activities provided during lesson Exploring new words to familiar nursery rhymes and listening to the rhyming words.Copying a beat and using soundmakers to represent sounds.Copying actions and responding to music through movement. | Independent activities linked to lesson Exploration of familiar nursery rhymes and props.Access to soundmakers during continuous provision. | How will the pupils share knowledge during or end of lessonChildren will respond to the music appropriately with movement and by creating sounds with their voices or soundmakers. | Retrieve or generalization of learning after lesson Children will respond to rhythm and rhyme within familiar nursery rhymes using movement or sound. |