|  |  |
| --- | --- |
| updated logo Badgers Class Medium Term Planning for Music Autumn Term 2023 | |
| Topic: The Victorians  Sounds of Intent | 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week 1 sessions Link it.**  **Listen to a range of familiar, motivating music and play percussion**  **Learn MAKATON with ALL SONGS** | **Week 2 -5 Learn it**  **Use Sounds of Intent ‘Autumn Elegy’**  Demonstrate on whiteboard.  Children to explore with support 1:1 on ‘locked’ iPads. | **Week 6 Check it**  **Use songs of intent on different tracks** | **Week 7 Show it**  Use new scheme Charanga | **Week 8 - Know it**  Use new scheme Charanga |
| **Week 9 Learn it**  **Learn songs/percussion tracks for Christmas performance**  Possibly to include:  Troika by Prokofiev  What do want for Christmas.  https://www.youtube.com/watch?v=grhi8MLM1i8&ab\_channel=SuperSimpleSongs-KidsSongs | **Week 10 Check it**  **Practice in hall setting** | **Week 11 Show it**  **Practice in front of small audience** | **Week 12 Know it**  **Christmas performance.**  Perform songs in front of an audience.  Use sign in songs.  Accompany songs with instruments. |  |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Children learn to add to and create music with intentChildren perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | * 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. * Explore their voices and enjoy making sounds. * Join in with songs and rhymes, making some sounds/using a Big Mac. * Make rhythmical and repetitive sounds. * Explore a range of sound makers and instruments and play them in different ways. * Enjoy and take part in action songs.. * Listen with increased attention to sounds. * Explore and engage in music making and dance, performing solo or in groups. |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Rhymes they already know | Activities provided during lesson  Resources  Learn a range of themed songs. | Independent activities linked to lesson  Resources  Practice songs, actions and making a choice of song. | How will the pupils share knowledge during or end of lesson  Add dancing and accompany with instruments. | Retrieve or generalization of learning after lesson  Perform to others. |