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| updated logo Badgers Class Medium Term Planning for Music Summer Term 2023 | |
| Topic:Africa | 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.  <https://www.youtube.com/watch?v=EqGli-UrHPw> |

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| **Week 1 sessions Link it.**  **Choose from a choice of food songs already known.**  **Learn MAKATON with ALL SONGS** | **Week 2 -5 Learn it**  **Learn new songs linked to the Food**  **Start the session with the same song each time**  [**https://www.youtube.com/watch?v=CCke0NvGy70**](https://www.youtube.com/watch?v=CCke0NvGy70)  Wk 2 – to 5 Songs from Food 1 Music Express – 1/songs as appropriate    End each session with - https://www.youtube.com/watch?v=CCke0NvGy70 | **Week 8 Check it**  **Which songs are becoming favourites?**  **Use a choice board - Make a choice from a picture of the song.**  All songs learned in weeks 2-5. | **Week 9 Show it**  Add dancing/actions to our songs.  Begin to move to a range of familiar songs. | **Week 10-11- Know it**  **Add sounds to our food songs**  Encourage exploration of instruments.  Model tapping the beat. |

Take the objectives for the LO stickers from this section

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

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| ‘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. |