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| updated logo Hedgehogs & Butterflies Class Medium Term Planning for Music Autumn Term 2022 |
| Topic: People who help us Music Express – **Special People(musical focus – beat)****Working World (musical focus – texture)**  | 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. |

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| **Week 1 & 2 - sessions Link it and learn it****Music Express – Special People –** *Communicating using voices, expressions and movement***‘Hello’** – Play ‘How do you do?’ and perform with greeting actions**‘Hands, feet and faces’** – clap and stamp to symbols of hands and feet. Count the beat using a drum. Vary the speed to set the mood.Plenary – Join in with ‘if you’re happy and you know it’ | **Week 3 - Learn it and check it****Music Express – Special People – My turn, your turn****Bounce the teddy –** Tapping to the beat**I’ve got a tambour** – Find the matching instrument. Copy the beat.**Kye Kye Kule** – Body percussion – tap body parts to the beat (keeping a steady beat). Plenary – share videos of the children moving to/ creating music | **Week 4 - Show it and know it****Music Express – Special People – Spider Tricks & Magic Dove****Brer Ananse Spider** - Sing and copy actions to Incy Wincy Spider – Play ‘Brer Ananse Spider’ and use instruments to represent the actions described in the rhyme**Magic Dove –** Sing Twinkle Twinkle, and Rock-a-bye Baby (slow tempo). Use instruments to make soft sounds to the bird calls and to the beat of the song ‘Baak bakum paria’ at the end of the story.Do children copy the beat? Can children make loud/ quiet sounds? Can children make fast/ slow sounds?Plenary - share videos of the children moving to/ creating music | **Week 5 – Link it and Learn it****Music Express – Working World** – *explore and observe to find out about people, places, technology and the environment***Farm time** – use Makaton to sign animals. Use instruments and voices to represent animal sounds.Plenary – Join in with signing to Old MacDonald.**Our town –** Dress up to ‘the world’s at work’ song and create actions for each job.Plenary – Share pictures of animals and see if children can create the animal noise. | **Week 6 – Learn it and check it****Music Express – Working World** – **Recycling & Light****Recycling** – explore tearing and scrunching different materials (e.g. paper, cellophane, tissue paper, etc.). Play ‘The Big Little Muncher’ and post different materials into the monsters mouth – copy the actions.Plenary - share videos of the children creating music**Light –** Use metallic treasure basket items and metallic instruments to make metallic sounds.Plenary – Listen to Rainbow Dreams – Move coloured material up and down over the children’s heads while they are listening. |
| **Week 7 – Show it and Know it****Music Express – Working World** – **Working Toys & Robots****Working toys –** Create movements to ‘My Machine’ and play along using percussion instruments to represent machinery sounds.**Robots –** Create and copy movements to ‘I’m walking like a robot’. Use sound makers and metallic instruments to explore sounds for different parts of the robot’s body.Plenary – share videos of the children moving to/ creating music | **Week 10 – Link it and Learn it****Learn songs for Christmas performance**Possibly to include:Little SnowflakeJingle Bells(Links to dance MTP) | **Week 10 - Learn it****Practice songs for Christmas performance**Practice performing songs.Use sign in songs.Accompany songs with instruments. | **Week 11 – Learn it and Check it****Practice in hall setting** Practice performing songs in a new setting.Use sign in songs.Accompany songs with instruments. | **Week 12 - Show it and 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

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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 - * **Show attention to sounds and music.**
* **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.**
* **Respond to what they have heard, expressing their thoughts and feelings.**
* **Play instruments with increasing control to express their feelings and ideas.**
* **Listen attentively, move to and talk about music, expressing their feelings and responses.**

Key Stage One - * **Identify and keep a steady beat using instruments**
* **Play percussion instruments at different speeds (tempi)**
* **Recognise and respond to changes in tempo in music**
* **Respond to change of mood in a piece of music with a slow and fast steady beat**
* **Create a soundscape using instruments**
* **Use instruments to create descriptive sounds**
* **Respond to change of mood in a piece of music with a slow and fast steady beat**
* **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 **Special people -** Rhymes and actions they already know.**Working World –**Recognition of familiar animals and animal sounds.**Christmas –** Links to Dance (MTP) using familiar songs and rhymes. | Activities provided during lesson **Special people -** Learn to play instruments to a steady beat alongside new songs.**Working World –**Learn to create sounds with natural materials and everyday items.Use instruments correctly.**Christmas –** Learn a range of themed songs with Makaton. | Independent activities linked to lesson **Special people -** Practise making sounds to a beat when music is played.**Working World –**Use knowledge of playing instruments to make sounds with everyday items.**Christmas –** Practice songs with actions. | How will the pupils share knowledge during or end of lesson**Special people -** Use instruments correctly with increasing confidence.**Working World –**Use instruments correctly with increasing confidence to create a range of sounds.**Christmas –** Add dancing and accompany with instruments. | Retrieve or generalization of learning after lesson **Special people –** Use instruments to represent a beat to familiar and new music.**Working World –** Use natural materials, everyday items and instruments independently to create sounds that accompany music.**Christmas –** Perform to others. |