|  |
| --- |
|  Squirrels Class Medium Term Planning for **Music Autumn Term 2022** |
| **Music Express: Toys (2)*** Keeping a steady beat
* Chants, actions instruments,
* Changing tempo
* Responding to images
 | Children will listen to and move to music each day at key times. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson 1,2 - Link it****What is Music?**Creating and respondingto vocal sounds and body percussion.Exploration of tuned and untuned instruments – practice tapping simple rhythms. | **Lesson 3,4 – Learn it****Beats**Toys on the moveListen to three pieces of music and match them to images Stomp, march, boing? Move to a steady beat at three different speeds (tempi) Toy beat markingMark selected beats within a four-beat metre | **Lesson 5,6 – Check it****Developing Beats**Toybox Learn a song which demonstrates a steady beat Toybox beatsPerform actions and matching sound words to a steady beat Mixed up toys Sequence four sounds and perform them with percussion instruments | **Lesson 7,8 – Show it****Changing Tempo**Scooter girl chants downhill uphill Listen to and learn a song with sections that get faster and slower Uphill, downhill Match images of speeding up and slowing down to audio Scoot away Make a path for scooter girl and perform changes in tempo to match | **Lesson 9,10 - Know it****Performance**Children to perform songs/rhymes in groups or individually, to suit individual needs. |

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Expressive Arts and Design (Being Imaginative and Expressive)** 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.**KS1 - Music**Pupils should be taught to: • 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.
 | **ELG – Music*** Begin to build a repertoire of songs.
* Explore the different sounds of musical instruments.
* Create simple representations of events, people and objects.

**Y1/2 – Music*** Take part in singing, accurately following the melody.
* Follow instructions on how or when to sing or play an instrument.
* Play tuned and unturned instruments musically
* Make and combine sounds using the inter-related dimensions of music.
* Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
* Create a sequence of long and short sounds.
* Use symbols to represent a composition and use them to help with a performance.
* Recognise and explore how sounds can be combined and used expressively.
* Create a mixture of different sounds (long and short, loud and quiet, high and low).
* Choose sounds to create an effect.
* Sequence sounds to create an overall effect.

Listen with concentration and understanding to a range of high quality live and recorded music. |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Exploration of familiar songs. Exploration of voice and instruments. | Practising a steady beat. Linking this to tempo and images. | Developing a steady beat, using actions and words to help. | Respond to changes in tempo using images and words to help. | Performing a song/rhyme. |