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| 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. |

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| **Lesson 1,2 - Link it**  **What is Music?**  Creating and responding  to vocal sounds and body percussion.  Exploration of tuned and untuned instruments – practice tapping simple rhythms. | **Lesson 3,4 – Learn it**  **Beats**  Toys on the move  Listen 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 marking  Mark selected beats within a four-beat metre | **Lesson 5,6 – Check it**  **Developing Beats**  Toybox Learn a song which demonstrates a steady beat  Toybox beats  Perform 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. |

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| 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**

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| ‘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. |