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| Squirrels Class Medium Term Planning for **Music Spring Term 2023** | |
| **Music Express: Weather (1)** | Children will listen to and move to music each day at key times. |

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| **Lesson 1 - Link it**  **Topic themed music and rhymes.**  Creating and responding  to vocal sounds and body percussion.  Exploration of tuned and untuned instruments – practice tapping simple rhythms. | **Lesson 2, 3 – Learn it, Check it**  Music Express lesson 1 | **Lesson 4,5 – Learn it, Check it**  Music Express lesson 2 | **Lesson 6,7 – Learn it, Check it**  Music Express lesson 3 | **Lesson 8,9 – Show it, Know it**  Musical performances of favourite songs linked to the topic or Easter/Spring. |

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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’ |
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