|  |
| --- |
|  Squirrels Class Medium Term Planning for **Music Spring Term 2024** |
| Charanga ‘Anyone Can Play’* Unit 21 – Composition
* Unit 22 – Patterns
 | Children will listen to and move to music each day at key times. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 1 – Link itExploration of familiar songs using voices and instruments. Become familiar with simple instructions as expected within music lessons: stop, start, loud, quiet | Weeks 2-4 – Learn it/Show itUnit 21 – Composition | Weeks 5-7 - Learn it/Show itUnit 22 – Patterns | Weeks 8-9 – Check itApplication of new skills to Easter songs | Week 10 – Know itOur Easter performance – record for parents. Share in school assembly.  |

|  |  |
| --- | --- |
| 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. |