**Music Medium Term Planning**

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| **Term:** Autumn 1 Cycle B | **Year:** 1-2 | **Topic/Unit: Hands, Feet, Heart** |
| **Key Vocabulary**  **Lesson 1-** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch  **Lesson 2-** , pulse, rhythm, pitch, question and answer, melody, dynamics, temp  **Lesson 3-** pulse, rhythm, pitch, question and answer, melody, dynamics, temp, improvise.  **Lesson 4-** pulse, rhythm, pitch, question and answer, melody, dynamics, temp, compose  **Lesson 5-** pulse, rhythm, pitch, improvise, composition, performance  **Lesson 6-** pulse, rhythm, pitch, improvise, composition, performance, audience | | |

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| **National Curriculum** | **Week** | **NC Coverage** | **Skills taught** | **Knowledge** | **Activity Outline** |
| 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. | 1 | listen with concentration and understanding to a range of high-quality live and recorded music use their voices expressively and creatively by singing songs | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  Learn about voices singing notes of different pitches (high and low).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader | To know that unison is everyone singing at the same time.  Songs include other ways of using the voice e.g. rapping (spoken word).  To know why we need to warm up our voices. | Listen and Appraise - Hands, Feet, Heart by Joanna Mangona: Play the song. Use your body to find the pulse whilst scrolling the online questions. Talk about the song afterwards and answer the questions, using musical language.  Musical Activities (embed with increasing depth over time)  Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart  Flexible Games  Learn to Sing the Song - Hands, Feet, Heart: Start to learn to sing the song.  Performance - Hands, Feet, Heart: Perform and share what has taken place in today’s lesson - sing the song. |
| 2 | listen with concentration and understanding to a range of high-quality live and recorded music use their voices expressively and creatively by singing songs and speaking chants and rhymes  ♣ play tuned and untuned instruments musically | Treat instruments carefully and with respect.  Learn to play a tuned instrumental part that matches their musical  challenge, using one of the differentiated parts (a one-note, simple or  medium part).  Play the part in time with the steady pulse.  Listen to and follow musical instructions from a leader. | To use their voices to speak/sing/chant  To join in with singing  Learn the names of the notes in their instrumental part from memory or when written down. | Listen and Appraise - The Click Song sung by Miriam Makeba: Play the song. Use your body to find the pulse whilst scrolling through the questions. When the song is finished go through and answer the questions, whilst building on your musical vocabulary.  Listen and Appraise - Hands, Feet, Heart (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time)  Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart  Learn to Sing the Song - Hands, Feet, Heart: Continue to sing the song.  Play Your Instruments with the Song: New Musical Activity.  G, A, C glockenspiel notes  Performance - Hands, Feet, Heart: Perform and share what has taken place in today’s lesson. Sing and play instrumental parts within the song. |
| 3 | 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.  play tuned and untuned instruments musically | Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).  To work with a partner to improve simple question and answer phrases to be sung, clapped or played on instruments using 1 or 2 notes. | To know that Improvisation is making up their own tunes on the spot.  To use one or two notes to improvise. | Listen and Appraise - The Lion Sleeps Tonight sung by The Soweto Gospel Choir: Play the song. Use your body to find the pulse of the song whilst the questions are scrolling through. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Hands, Feet, Heart (if you want to): How are the songs different and similar?  Musical Activities (embed with increasing depth over time) Warm-up Games (including vocal warm-ups) - Hand, Feet, Heart Learn to Sing the Song - Hands, Feet, Heart: Continue to sing the song.  Play Your Instruments with the Song: Revisit your learning from the last step.  Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improvise!  Children to improve using C and D but always starting on C.  Performance - Hands, Feet, Heart: Perform and share what has taken place in today’s lesson.  Sing the song and improvise using voices and/or instruments within the song.  Floor book:  Video with QR code  Explanation of lesson |
| 4 | listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music. | Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary. | To know that everyone can compose | Listen and Appraise - Bring Him Back Home by Hugh Masekela: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Hands, Feet, Heart (if you want to): How are the songs different or similar?  2. Musical Activities (embed with increasing depth over time)  Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart  Learn to Sing the Song - Hands, Feet, Heart: Sing the song.  Play Your Instruments with the Song: Option to revisit your learning from the last step.  Compose with the Song: New Musical Activity for this step.(print out the Composition Mat so children can have it in front of them whilst performing.  Performance - Hands, Feet, Heart: Perform and share what has taken place in today’s lesson. Sing the song and perform your composition(s) within the song.  Floor book:  Video with QR code  Explanation of lesson |
| 5 | listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically | Choose a song they have learnt from the Scheme and perform it.  Add their ideas to the performance.  Record the performance and say how they were feeling about it | A performance is sharing music with an audience.  A performance can be a special occasion and involve a class, a year group or a whole school.  An audience can include their parents and friends | Listen and Appraise - You Can Call Me Al by Paul Simon: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Hands, Feet, Heart (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time).  Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart  Learn to Sing the Song - Hands, Feet, Heart: Sing the song.  Play Your Instruments with the Song: Revisit this activity.  Improvise with the Song: Option to revisit/continue this activity.  Compose with the Song using the prior week’s composition.  Decide whether the children will use their improvisation or composition to perform in their final piece of music.  Performance - Hands, Feet, Heart: Perform and share what has taken place in today’s lesson. |
| 6 | listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically | Choose a song they have learnt from the Scheme and perform it.  Add their ideas to the performance.  Record the performance and say how they were feeling about it | A performance is sharing music with an audience.  A performance can be a special occasion and involve a class, a year group or a whole school.  An audience can include their parents and friends | Listen and Appraise - Hlokoloza by Arthur Mofokate: Play the song. Use your body to find the  pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Hands, Feet, Heart (if you want to): How are the songs different and similar?  Musical Activities (embed with increasing depth over time)  Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart  Learn to Sing the Song - Hands, Feet, Heart: Sing the song.  Play your Instruments with the Song: Revisit this activity.  Practice either the improvisation section or composition based on last week’s decision.  Performance - Hands, Feet, Heart: Perform and share the children’s final pieces.  Floor book:  Video with QR code  Explanation of lesson |