**Music Medium Term Planning**

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| **Term:** Spring 1 Cycle B | **Year:** 1-2 | **Topic/Unit: I Wanna Play in a Band.** |
| **Key Vocabulary** Lesson 1- rock, **Lesson 2- rock,** **Lesson 3 – rock,** **Lesson 4- rock,****Lesson 5- rock,** **Lesson 6- rock,**  |

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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 listen to a rhythm and clap or sing back.● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – they can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. | To know some songs have a chorus or a response/answer part.To confidently know and sing songs from memory. To know that unison is everyone singing at the same time. | Listen and Appraise (begin to recognise the basic style indicators of Rock music)Listen and Appraise - I Wanna Play In A Band by Joanna Mangona: Play the song. Use yourbody to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.After listening, talk about the song and answer the questions together using correct musical language. Musical Activities (embed with increasing depth over time.)a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Bandb. Flexible Games c. Learn to Sing the Song - I Wanna Play In A Band: Start to learn to sing the song. PerformPerformance - I Wanna Play In A Band: 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. | Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. | Listen and Appraise (begin to recognise the basic style indicators of Rock music)Listen and Appraise - We Will Rock You by Queen: 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 - I Wanna Play In A Band (if you want to): How are the songs different, how are they similar?2. Musical Activities (embed with increasing depth over time).a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Bandb. Flexible Games (an optional extension activity)c. Learn to Sing the Song - I Wanna Play In A Band: Continue to sing the song.d. Play Your Instruments with the Song: New Musical Activity.3. PerformPerformance - I Wanna Play In A Band: 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 | 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. | 1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)Listen and Appraise - Smoke On The Water by Deep Purple: Play the song. Use your body tofind 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 - I Wanna Play In A Band (if you want to): How are the songs different, how are they similar?2. Musical Activities (embed with increasing depth over time).a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Bandb. Flexible Games (an optional extension activity)c. Learn to Sing the Song - I Wanna Play In A Band: Continue to sing the song.d. Play Your Instruments with the Song: Revisit your learning from the last step.e. Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improviseand Improvise! (See also optional Extension Activities for Improvisation).3. PerformPerformance - I Wanna Play In A Band: Perform and share what has taken place in today’s lesson. Sing the song and improvise using voices and/or instruments within the song. |
| 4 | listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musicallyexperiment with, create, select and combine sounds using the inter-related dimensions of music. | Help create three simple melodies with the Units using one, three or five different 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 - Rockin’ All Over The World by Status Quo: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. Afterlistening, talk about the song and answer the questions together using correct musical language.Listen and Appraise - I Wanna Play In A Band (if you want to): How are the songs different, how are they similar?2. Musical Activities (embed with increasing depth over time).a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Bandb. Flexible Games (an optional extension activity)c. Learn to Sing the Song - I Wanna Play In A Band: Sing the song.d. Play Your Instruments with the Song: Option to revisit your learning from the last step.e. Compose with the Song: New Musical Activity for this step.3. PerformPerformance - I Wanna Play In A Band: Perform and share what has taken place in today’s lesson. Sing the song and perform your composition(s) within the song. |
| 5 | listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically | Help create three simple melodies with the Units using one, three or five different 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 (begin to recognise the basic style indicators of Rock music) Listen and Appraise - Johnny B. Goode by Chuck Berry: Play the song. Use your body to findthe 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 - I Wanna Play In A Band (if you want to): How are the songs different, how are they similar?2. Musical Activities (embed with increasing depth over time).a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Bandb. Learn to Sing the Song - I Wanna Play In A Band: Sing the song.c. Play Your Instruments with the Song: Revisit this activity.d. Compose with the Song: Option to revisit this activity.3. PerformPerformance - I Wanna Play In A Band: Perform and share what has taken place in today’slesson. Choose what you perform today. |
| 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 (begin to recognise the basic style indicators of Rock music) Listen and Appraise - I Saw Her Standing There by The Beatles: Play the song. Use yourbody 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 - I Wanna Play In A Band (if you want to): How are the songs different, how are they similar?2. Musical Activities (embed with increasing depth over time).a. Warm-up Games (including vocal warm-ups) - I Wanna Play In A Bandb. Learn to Sing the Song - I Wanna Play In A Band: Sing the song.c. Play your Instruments with the Song: Revisit this activity. d. Compose with the Song: Option to revisit this activity.3. PerformPerformance - I Wanna Play In A Band: Perform and share what has taken place in today’slesson. Choose what you perform today. |