**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 your  body 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 Band  b. Flexible Games  c. Learn to Sing the Song - I Wanna Play In A Band: Start to learn to sing the song.  Perform  Performance - 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 Band  b. 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. Perform  Performance - 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 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 Band  b. 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 Improvise  and Improvise! (See also optional Extension Activities for Improvisation).  3. Perform  Performance - 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 musically  experiment 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. 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 Band  b. 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. Perform  Performance - 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 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 Band  b. 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. Perform  Performance - I Wanna Play In A Band: Perform and share what has taken place in today’s  lesson. 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 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 Band  b. 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. Perform  Performance - I Wanna Play In A Band: Perform and share what has taken place in today’s  lesson. Choose what you perform today. |