Springfield School

|  |  |
| --- | --- |
| Blackbirds Class Medium Term Planning for Music 1 | |
| Topic: North and South America and S Summers of Sport | Vocabulary: Listen, rhythm, beat, sounds |

|  |  |  |
| --- | --- | --- |
| **Lesson 1 ‘link it’**  Summer 1 Unit (1) – Your imagination  Performs, improvises and composes short simple pieces | **Lesson 2 ‘learn it’**  Summer 1 Unit (1) – Your imagination Performs, improvises and composes short simple pieces | **Lesson 3 ‘check it’**  Summer 1 Unit (1) – Your imagination Performs, improvises and composes short simple pieces |
| **Lesson 3 ‘link it’**  Summer 1 Unit (1) – Your imagination Performs, improvises and composes short simple pieces | **Lesson 5 ‘learn it’**  Summer 1 Unit (1) – Your imagination Performs, improvises and composes short simple pieces | **Lesson 6 ‘check it’**  Summer 1 Unit (1) – Your imagination Performs, improvises and composes short simple pieces |

Take the objectives for the LO stickers from this section

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Pupils should be taught to:  • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;  • improvise and compose music for a range of purposes using the inter-related dimensions of music;  • listen with attention to detail and recall sounds with increasing aural memory;  • use and understand staff and other musical notations;  • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;  • develop an understanding of the history of music. | * 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. * Recognise and explore how sounds can be combined and used expressively. * **Choose, order and combine sound to create an intended effect.** |

Progression of Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Skills in listening and responding and composition | Activities provided during lesson  Resources  **Using Charanga** | Independent activities linked to lesson  Resources  **PPTs**  **Books**  Play instruments  Create sounds  Demonstrate steady beat and vary tempo in response. | How will the pupils share knowledge during or end of lesson  **Explore and discuss photographs of lessons**  Share and compare work through performance | Retrieve or generalization of learning after lesson   * Listen to beats and tempo in other music * Discuss feelings of different pieces of music |