



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Explore mood in music and different styles of music	2	Autumn 1	7 hours

End of lower key stage 1 objectives	<ul style="list-style-type: none"> 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
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality and live recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Vocabulary	Pulse, beat, rhythm, melody
	Tempo – adagio, presto
	Percussion
	compose

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p><u>Warm up songs</u></p> <p>Boom Chikka Boom Acka Backa Shake my sillies out</p> <p><u>Charanga: Hands, feet, heart: Step 1</u></p> <p><u>Listen and appraise</u></p>	<p>Charanga – Hands, feet and heart</p> <p>Selection of untuned percussion instruments.</p>

		<p><u>To perform</u></p> <ul style="list-style-type: none"> • follow instructions on how and when to play an instrument <p><u>To compose</u></p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect 	<p>Listen to the song and answer questions with talk partners about whether you like it or not and why. What can you hear? Sing the song</p> <p><u>Musical activities / games</u> Pulse and rhythm games Use percussion instruments to put in a beat (and improvise rhythms) Stick routine – We will rock you</p>	
2	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p><u>To perform</u></p> <ul style="list-style-type: none"> • follow instructions on how and when to play an instrument 	<p><u>Warm up songs</u> Boom Chikka Boom Acka Backa Shake my sillies out Teddy Bear rock n’ roll</p> <p><u>Listening : Pop music</u> Charanga freestyle : Listening styles – Pop Walking on Sunshine by Katrina and the waves – appraise Justin Timberlake – Can’t stop the feeling. What pop songs do they like? What is pop music? How do the songs make you feel?</p> <p><u>Charanga: Hands, feet, heart: Step 2</u></p> <p><u>Sing the song</u></p> <p><u>Musical activities</u> Pulse and rhythm games / flexible games</p>	<p>Charanga – Hands, feet, heart</p> <p>Selection of untuned percussion instruments</p>

			<p>Rhythm Clap back and copy rhythms with and without the games track.</p> <p>Can they tap out their own rhythms</p> <p>Pitch – echo the patterns on the games track.</p>	
3	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p><u>To perform</u></p> <ul style="list-style-type: none"> • follow instructions on how and when to play an instrument <p><u>To compose</u></p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect 	<p>Warm up songs Boom Chikka Boom Acka Backa Teddy bear roc n’ roll Bungalow</p> <p><u>Charanga: Hands, feet, heart: Step 3</u></p> <p><u>Sing the song</u></p> <p>Musical activities Pulse and rhythm games / flexible games – Bronze challenge</p> <p>Rhythm Clap back and copy rhythms with and without the games track. Can they tap out their own rhythms?</p> <p>Pitch – echo the patterns on the games track</p> <p>Listening : Rap music <u>Charanga freestyle : Listening styles – Rap</u> Listen to Rappers delight What is Rap music? How do the songs make you feel? Can you feel the beat?</p>	<p>Charanga – Hands, feet, heart</p> <p>Glockenspiels</p>
4	1 hour	<p><u>To perform</u></p> <ul style="list-style-type: none"> • follow instructions on how and when to play an instrument. • Make and control long and short 	<p>Warm up songs Funga Alafea Bungalow</p> <p>Listening : jazz music <u>Charanga freestyle : Listening styles – jazz and blues</u></p>	<p>Charanga – Hands, feet, heart</p> <p>Chime bars Glockenspiels Beaters</p>

		<p>sounds, using voice and instruments.</p> <p><u>To compose</u></p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect • Create a mixture of different sounds (long and short, loud and quiet, high and low). 	<p>Listen to When you're smiling – Frank Sinatra and How Blue can you get by BB King – compare.</p> <p>What is jazz /blues music? How do the songs make you feel? Can you feel the beat?</p> <p><u>Charanga: Hands, feet, heart: Step 4</u></p> <p><u>Sing the song</u></p> <p><u>Musical activities</u> Pulse and rhythm games / flexible games – silver challenge</p> <p><u>Perform</u> play the GAGC pattern on the glockenspiel. Can they play with some control and keep in time with the music?</p>	
5	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<p><u>Warm up songs</u> Funga Alafia – call and response Harvest songs In the Autumn</p> <p><u>Listening : Gospel music</u> Shackles by Mary Mary Compare to Mbabe by the Soweto Gospel choir in Step 3 of Hands feet and heart.</p> <p><u>Charanga: Hands, feet, heart: Step 5</u></p> <p><u>Sing the song</u></p> <p><u>Musical activities</u> Pulse and rhythm games / flexible games – Gold challenge</p>	<p>Charanga Hands feet, heart Chime bars Glockenspiels Beaters Selection of untuned percussion</p>

			<p>Perform play the GAGC pattern on the glockenspiel. Can they play with some control and keep in time with the music?</p>	
6	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p><u>To perform</u></p> <ul style="list-style-type: none"> • follow instructions on how and when to play an instrument 	<p>Warm up songs Funga Alafia – call and response Harvest songs In the Autumn</p> <p>Listening : classical music The little train of Capira: a story told by music What do you think is happening?</p> <p>Charanga: Hands, feet, heart: Step 6</p> <p>Sing the song</p> <p>Musical activities Pulse and rhythm games / improvise rhythm and pitch (2 notes)</p> <p>Perform play the GAGC pattern on the glockenspiel. Can they play with some control and keep in time with the music?</p>	<p>Charanga – Hands feet and heart Chime bars glockenspiels beaters</p> <p>Selection of untuned percussion</p>
7	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. <p><u>To perform</u></p>	<p>Warm up songs Recap on all songs learnt this half term.</p> <p>Listening – Vivaldi’s Four seasons – The Storm (Winter) How does the music make you feel?</p> <p>Rhythm work – follow and read the notation on the cards and on the you-tube video.</p>	<p>Charanga – Hands feet and heart Chime bars glockenspiels beaters</p> <p>Selection of untuned percussion</p>

		<ul style="list-style-type: none"> • follow instructions on how and when to play an instrument 	<p>Perform along with the Hands feet and heart track on Charanga if more practice is needed and Acka Backa.</p>	
8 (or extension)		<p><u>To perform</u></p> <ul style="list-style-type: none"> • follow instructions on how and when to play an instrument 	<p>Focus upon fluent playing of Hands feet and heart on the glockenspiel</p> <p>Then Charanga MMC Year 2 Autumn lesson 1 – Music in my soul. C and D.</p> <p>Aural responses on the glockenspiel too.</p>	