

St Ann's Curriculum - Medium Term Planning Music Y2

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

| Core Skills: | | |
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| <p style="text-align: center;">Active Learning</p> <ul style="list-style-type: none"> To seek out and enjoy challenges To collaborate with others To show commitment and perseverance Assess themselves and others | <p style="text-align: center;">Basic Skills</p> <ul style="list-style-type: none"> To speak clearly and convey ideas confidently To read and communicate ideas in writing efficiently and effectively To calculate efficiently and apply skills to solve problems To use new technologies confidently and purposefully | <p style="text-align: center;">Creative Thinking</p> <ul style="list-style-type: none"> To ask questions to extend thinking To generate ideas and explore possibilities To overcome barriers by trying out alternatives To connect ideas and experiences in inventive ways |

| Key learning (What will the children learn?) | How What opportunities am I going to give the children so that they can learn? | Outcomes (What will the learning look like? How will the learning be recorded?) |
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| <p>Evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes N.C. listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Appreciate the pitch, dynamics and tempo within a piece</p> <p>Play tuned and un-tuned instruments and describe some of the different ways that sounds can be made.</p> <p>N.C. play tuned and untuned instruments musically</p> <p>Demonstrate an understanding of how sound can be changed within</p> | <p>Listen to Saint Saens Carnival of the animals – Kangaroo.</p> <p>What instrument is playing the main theme?</p> <p>How does the composer make it sound like a Kangaroo? (Pitch).</p> <p>Listen to Saint Saens Carnival of the animals – Lion.</p> <p>How does the composer make it sound like a Lion? (Pitch) .</p> <p>.Listen to Saint Saens the Lion. In talking pairs what do they think the lion is doing?</p> | <p>Using 4 different pitched bells in group’s children to compose Kangaroo music thinking about pitch difference.</p> <p>Write down composition as a coloured graphic score.</p> <p>Discuss how composition can be improved, implement improvements.</p> <p>In pairs children to make up their own lion movements to music to show to class.</p> <p>Discuss how it can be improved, implement improvements.</p> |

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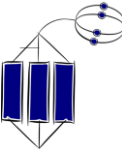
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| <p>a performance</p> <p>Demonstrate some control and rhythmic awareness when playing tuned and un-tuned instruments</p> <p>N.C. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Children to move to the music trying to match movement to tempo of the music.</p> <p>Discuss and show movements.</p> <p>How does an elephant move? (think about tempo and dynamics).</p> <p>Listen to Saint Saens Carnival of the animals – Elephant.</p> | <p>Compose elephant music using lowest notes on xylophone thinking about pitch, dynamics and tempo.</p> <p>Write composition out as simple rhythmic notation (crotchets and minims).</p> <p>Discuss how composition can be improved, implement improvements.</p> |
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Assessment

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| <p>Developing (Multistructural)</p> | <ul style="list-style-type: none"> Sing songs, chants and rhymes and explain how music is made for different purposes | <p>Names of children</p> |
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|  | <ul style="list-style-type: none"> • Listen with concentration and recall sounds with increasing aural memory • Play tuned and un-tuned instruments and describe some of the different ways that sounds can be made. | |
| <p>Securing (Relational)</p>  | <ul style="list-style-type: none"> • Demonstrate an understanding of how sound can be changed within a performance • Evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. • Listen with concentration and summarise their ideas and feelings • Demonstrate some control and rhythmic awareness when playing tuned and un-tuned instruments | |
| <p>Enriched (Extended Abstract)</p>  | <ul style="list-style-type: none"> • Appreciate the pitch, dynamics and tempo within a piece • Create musical patterns that express their ideas and feelings using movement or dance • Rehearse and perform with others and assess their work suggesting some improvements | |