

Music

Medium Term Plan

FS2 Music and Movement (Kapow) - Autumn 1



FS2 – Music and Movement (Kapow)	
Class Text	I am the music man
Hook	Children will use the stage in the outdoor provision to make music and perform with their peers. They will know the purpose of the area and the appropriate behaviours. The staff in FS2 will complete a 'grand opening' of the stage at the beginning of the year to celebrate and show the value we place on music.
Topic Reflection	The Foundation Stage children will learn a song and put actions to the song. Children will perform their song to the year one pupils on the stage in the FS provision. The Y1's will be the audience and show care and respect to the performers in the Foundation Stage.
Topic Outcome	Children will respond to music expressively through body movement and know that pulse is a steady beat, that sounds can be high and low (pitch) and that music can be fast and slow (tempo).

The Pillars of Progression
<p>Technical Competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)</p>
<p>Constructive Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.</p>
<p>Expressive Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.</p>

Vocabulary of Interrelated Dimensions
<p>Pulse The regular heartbeat of the music. Steady beat.</p>
<p>Rhythm Long and short sounds or patterns that happen over the pulse.</p>
<p>Pitch High and low sounds.</p>
<p>Tempo Speed of the music- fast, slow or in-between.</p>
<p>Dynamics How loud or quiet the music is.</p>
<p>Timbre All instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)</p>
<p>Texture Layers of sound working together to make music very interesting to listen to.</p>
<p>Structure Every piece of music has a structure (e.g. introduction, verse, chorus, ending)</p>

Composer:		
Max Richter	Richter is a German born British composer and pianist. He works with contemporary classical and alternative popular musical styles. Richter arrangers, performs and composes music for stage opera, ballet and screen.	<ul style="list-style-type: none"> • Max Richter – Never Goodbye – YouTube • Max Richter – On the Nature of Daylight – YouTube • Vivaldi Four Seasons recomposed by Max Richter – YouTube

Previous Skills
Able to draw a simple plan of a known place, e.g. KS1 yard. Simple fieldwork and observational skills. Use simple directional language. Use basic geographical vocabulary to refer to key physical and key human features. Use world maps, atlases and globes to identify the UK and its countries. Record the daily weather. Use the 4 compass points: north south, east and west

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 1	Performing Listening	LO: Know simple actions to a song.	Children will listen to and move to music. Children will be introduced to a new song and will add actions to the song with adult support.	I can sing in a group. I can engage in movement and actions in response to a song.	Actions, Sign Language, Songs, Perform, Musician
Lesson 2	Performing Listening	LO: Explore beat through body movement.	Children will copy and repeat short simple actions consisting of up to three beats. Children will copy and then try and compose their own.	I can copy a simple beat. I can copy actions. I can compose my own beats.	Beat/pulse, Actions, Compose
Lesson 3	Performing Listening	LO: Explore beat through body movement.	Children will listen to a piece of music (Max Richter) and move in time to the music. Children will discuss how the music makes them feel and the tempo of a song. Children will continue to copy a simple beat.	I can copy a simple beat. I can copy actions. I can talk about the tempo of music.	Beat/pulse, Tempo (speed of music), Fast, Slow, Copy, Max Richter, Composer
Lesson 4	Performing Listening	LO: Explore pitch and tempo through scarf dancing and body movement.	Children will respond to a piece of music and use scarves and body movements to express themselves. Children will talk about the tempo (speed) and pitch (high or low sounds) of the music.	I can use body movements to express how I feel about music. I can identify high and low sounds (pitch) in music. I can identify the speed (tempo) of the music.	Pitch (high and low), Tempo (speed of music), Movement, Body

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 5	Perform	LO: Perform action songs to a small audience	Children will complete a dress rehearsal in preparation for their performance to the Y1s.	I can maintain a simple beat. I can sing and add actions to a song. I can use body movements to express how I feel about the music.	Tempo, Performance, Actions, Beat, Rehearse
Lesson 6	Performance to peers in Y1. (Songs and actions, beat keeping, movement to music using scarves)				Perform, Audience, Musician, Performers

Endpoints:

Knowledge, skills and understanding:

- Know that Pulse is a steady beat
- Know the composer Max Richter
- Know simple songs and actions
- Keep a simple beat of three
- Move body and objects to express feelings to music
- Develop confidence when performing to a small group
- Talk about the tempo of a piece of music (tempo)
- Talk about the pitch of a piece of music (high or low sounds)