

# Medium Term Plan for Music

FS2 – Autumn 1

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 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).

**Topic Reflection:**

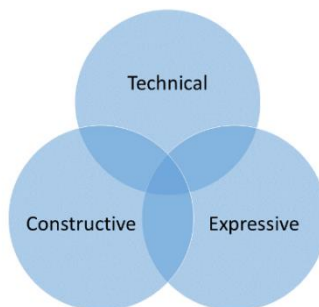
The Foundation Stage children will learn a song and put actions to the song. Children will perform their song to the year one pupils on the stage in the FS provision. The Y1's will be the audience and show care and respect to the performers in the Foundation Stage.

## The Pillars of Progression

**Technical-** competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)

**Constructive-** Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

**Expressive-** Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.



**Performing composing and listening**

## Vocabulary of Interrelated Dimensions

**Pulse-** the regular heartbeat of the music. Steady beat.

**Rhythm-** long and short sounds or patterns that happen over the p

**Pitch-** high and low sounds.

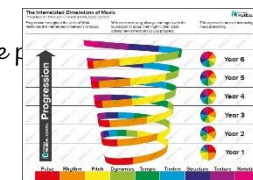
**Tempo-** speed of the music- fast, slow or in-between.

**Dynamics-** how loud or quiet the music is.

**Timbre-** all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)

**Texture-** layers of sound working together to make music very interesting to listen to.

**Structure-** every piece of music has a structure (e.g. introduction, verse, chorus, ending)



## Composer



Max Richter

Richter is a German born British composer and pianist. He works with contemporary classical and alternative popular music styles. Richter arrangers, performs and composes music for stage opera, ballet and screen.

- Max Richter - Never Goodbye - YouTube
- Max Richter - On the Nature of Daylight - YouTube
- vivaldi four seasons recomposed by max richter - YouTube



## Previous Knowledge, skills and understanding

Singing and moving to various nursery rhymes.  
Know that music can affect our feelings and make us want to move and sing



	<b><u>Pillar of Progression</u></b>	<b><u>Learning Objective</u></b>	<b><u>Lesson Outcome</u></b>	<b><u>ARE Success Criteria</u></b>	<b><u>Vocabulary and language structures</u></b>
<b>Lesson 1</b>	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
<b>Lesson 2</b>	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
<b>Lesson 3</b>	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 of three.	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
<b>Lesson 4</b>	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) in 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

<b>Lesson 5</b>	Perform	LO: Perform action songs to a small audience	Children will complete a dress rehearsal in preparation for their performance to the Y1's.	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
<b>Lesson 6</b>	<b>Performance to peers in Y1.</b> (Songs and actions, beat keeping, movement to music using scarves)				Perform Audience Musician Performers
<b>Endpoints:</b>	<b>Knowledge, skills and understanding:</b> 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)				