

Music Medium Term Plan

FS2 Music Curriculum

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Early Learning Goals	Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
Term	Autumn	Spring	Summer
Sparkyard Unit Link	My Musical Classroom	Musical Patterns and performing	Sound Stories
Sparkyard Overview	<p>- The term begins with activities perfect for getting the class settled into school life! The children will learn simple welcome songs and have fun working as a class to create simple actions to accompany songs and nursery rhymes. They will learn to follow musical instructions and explore creative movement – jumping like a jack-in-the-box or dancing like a rock 'n' roll teddy bear! Active listening activities are used throughout the term and the children will experience a range of music from West African dance to the sound of Norwegian ice instruments! As the term progresses, they will learn to recognize simple classroom percussion instruments and compare their sounds. They will compose simple sound sequences and represent them using objects and pictures. To round the term off, why not 'take a song for a walk' by singing a song to different people and in different places in the school?</p>	<p>Music is full of patterns! This term begins with activities designed to get children recognizing musical patterns in songs and music. They will add actions to match song lyrics, play listening games to develop recall of sound sequences, and have fun exploring music-and-movement patterns through songs such as The Mouse And The Giant.</p> <p>The children will develop their recognition of classroom percussion instruments, using them to play simple accompaniments and simple rhythm patterns. They will also begin to explore ways to change sounds and create simple patterns, e.g. playing loudly, quietly, slowly or quickly.</p> <p>Composing music inspired by transport, machines and robots provides an opportunity to explore descriptive sounds and to develop an understanding of pictorial notations. From 'Fossils' (Carnival Of The Animals by Saint-Saëns) to Don't Stop Me Now (Freddie Mercury), every lesson has an active listening activity, providing the children with regular opportunities to experience music through movement, dance, art or role-play.</p> <p>A simple performance is a fitting way to end the term. From a choice of activities, the children can create their own dances, perform the I Don't Want To Be A Frog's Egg story or learn a playground singing game to share with their school community.</p>	<p>From simple singing games to wiggly snail trails, this term begins with opportunities to tell playful stories using voices and tuned instruments.</p> <p>Heading outdoors is encouraged with musical storytelling inspired by the natural environment. From sound sticks to journey sticks, the children will learn to create musical patterns, using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to learn about instruments made from wood such as the didgeridoo, the log drum, the courting flute and temple blocks.</p> <p>An introduction to musical timbre is explored through fairy-tale characters as the children learn to associate characters with instruments – they might even meet them at a Fairytale Tea Party! They will explore the effect of layering instrumental sounds, developing an understanding of musical texture.</p> <p>The story theme continues as children learn to use simple sound effects and pictorial notation to accompany a story or song. From a choice of activities, the children can retell The Three Billy Goats Gruff, create a fairy-tale sound map, or create a class song box for Come With Me To The Beach.</p>
Reception Musical Knowledge	To know many songs and be able to sing them off by heart using actions To understand sounds can be changed and to experiment changing them		
Foundation 2 Stage Milestones	<ul style="list-style-type: none"> ➤ To explore a range of songs ➤ To explore the different sounds instruments can make (Exp Art) 	<ul style="list-style-type: none"> ➤ To learn a sequence of dance steps and move rhythmically to music. (Phys) ➤ To create a steady beat. (Exp Art) 	<ul style="list-style-type: none"> ➤ To create my own songs and dance steps to music. (Phys) ➤ To perform a sequence of dance steps and sing a song to an audience. (Phys)

	<ul style="list-style-type: none"> ➤ To explore a range of songs/rhymes using different pitch. (Exp Art) ➤ To create a steady beat. ➤ To create different rhythms. (Exp Art) ➤ To show awareness of how to use musical instruments appropriately (Exp Art) ➤ 	<ul style="list-style-type: none"> ➤ To listen to and respond to a variety of pieces of music (Exp Art) ➤ To explore how to use voice to create high and low pitch (Exp Art) 	<ul style="list-style-type: none"> ➤ To choose different instruments including the voice to create sound effects in play (Exp Art) ➤ To perform songs and music using own voice and instruments. (Exp Art)
Sparkyard Small Steps	<p>STEP 1: Hear My Voice Here I am To sing a welcome song as a group To add actions and movement to a song To share responses to songs and music</p> <p>STEP 2: What's The Music Saying? Jack in the Box To match movements to music To listen to and follow musical instructions, responding through movement To sing songs as a group</p> <p>STEP 3: Instruments Everywhere Match the Instruments To investigate the timbre of instruments and sound-makers To explore ways of sorting instruments To name some classroom percussion instruments To handle instruments with control</p> <p>STEP 4: Playing With Songs Pick and Mix See website for ideas and suggestions for continuous provision activities</p>	<p>Step 1: What's the Pattern? What's The Weather Today? To match movements to music and follow musical cues To begin to recognize the structure of a song To follow simple notation</p> <p>Step2: Playing Musical patterns and accompaniments Pass The Parcel To respond to musical cues To move in time with the music To play instruments to a steady pulse To name classroom percussion instruments</p> <p>STEP 3: Exploring Descriptive Sounds Pick and Mix See website for ideas and suggestions for continuous provision activities</p> <p>STEP 4: Let's Perform Singing Games To recognize the structure of a song To devise a movement sequence To teach others a singing game To compare singing games</p>	<p>STEP 1: Pitch Play And Changing Sounds Different Voices To experiment with voice sounds To follow musical instructions (loud, quiet, spiky, smooth, fast, slow) To sing short songs and melodies in small groups with growing confidence</p> <p>STEP 2: Patterns and Sequences Nature And Sound Patterns To recognize musical patterns To experiment with ways to change sounds To use music to represent patterns in nature To follow notation</p> <p>STEP 3: Meet the Characters Who's In the Forest? To select instrumental sounds, suggesting ways to play To order and combine simple sounds To follow directions, knowing when to start, stop or change sounds To spot simple features of music and dance performances</p> <p>STEP 4: Perform A Story! Story Sound Effects To use simple sound effects to tell a story To perform a story as a group To sing songs with expression</p>
Vocabulary	Listen Instrument Sound Stop Shake Tap	Rhythm Beat Loud Quiet Soft Perform	Tempo Fast slow Pitch High Low