

## Music Medium Term Planning

Year: FS2

(to be utilised alongside the EYFS overview of coverage - shows when new learning will be introduced or covered more specifically. Most learning will be covered, consolidated and practised throughout the year through a variety of contexts and themes relevant to the time)

Term	Main Enquiry/Knowledge	Sub Questions	End Point	Subject Specific Vocabulary	Linked Visits in / Visits out/Experiences/Stories	Assessment will be based on a formative approach of children being able to answer the questions using the knowledge acquired over the term.
<b>Autumn Term</b>	To sing in a group increasingly matching pitch and following the melody. To create and develop a sequence of actions, gestures and sounds in response to stories. To engage in music making and dance as part of a group.	Which songs do I enjoy singing with my friends? Why do I enjoy it? Which songs do I not like joining in with or listening to? Why do I not like it? What different sounds can I make? (with or without instruments) Do you like the piece of music? How does it make you feel? Do you think the music matches the characters? What sounds would be good to represent this part of the story/this event/this character? Are we all singing together? Do we all sound the same? How can we improve this song/performance?	I can sing along with a song with my peers. I can identify familiar songs from their melody. I can respond to a familiar song or piece of music with actions and gestures. I can explore and make music in response to stories and events.	Sing/Song Sound Music Performance Actions	Music and Movement: Lesson 1, Action songs Musical Stories: Lesson 1, Moving to music Celebration Music: Lesson 4: Traditional Christmas Music Lesson 5: Christmas Action Songs. Big Band: Lesson 1: What makes an instrument	
<b>Spring Term</b>	To listen attentively to music, watch dance and performance art and talk about their feelings and responses.	Do you like the song? How does it make you feel? Listen carefully. What can you hear? Describe the sound. What's the tempo of the sound? Is it a fast, medium or slow sound? What's the pitch of the sound? Is it a high, middle or low pitch? What's the dynamic of the sound? Is it a loud, medium or soft sound?	I know that tempo is how fast or slow music is. I can decide if music is slow, fast or medium tempo. I can identify if music is loud or soft. I can show or describe how a piece of music makes me feel.	Tempo Fast/slow Pitch High/middle/low Loud/soft	Music and Movement: Lesson 2: Finding the beat. Lesson 3: Exploring tempo Musical Stories: Lesson 2: Using music to represent characters. Lesson 3: Storytelling with actions Big Band: Lesson 3: Follow the beat. Lesson 4: Tuned and untuned instruments	
<b>Summer Term</b>	To make music in a range of ways. (playing with sounds, following a beat etc.)	What different sounds/music can I make with this? How many different sounds can I make with this? What can I find to make a crash/clap/bang/shaking etc. sound? (Including my body) What can I use to keep a steady beat to this music/song? What could I use to represent a sound effect for this story/event from a story?	I know that the beat remains steady in a piece of music. I can clap, move or play along to the beat of a piece of music. I can make sounds or music in different ways. I know how to create a simple sound effect with sound makers/instruments.	Steady Beat Rhythm Sound effect Musical Story Dance/Movement	Music and Movement: Lesson 4: Exploring tempo and pitch through dance. Lesson 5: Music and Movement performance. Musical Stories: Lesson 4: Using Instruments to represent actions. Lesson	

					5: Musical story composition Big Band: Lesson 5: Big band performance.	
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