

## Reception – Music Medium Term Plan

<b>Autumn 1</b>	<b>Autumn 2</b>
<p><u>1 I've Got a Grumpy Face</u></p> <ul style="list-style-type: none"> <li>• Sing with a sense of the pitch, following the shape of the melody with voices.</li> <li>• Tap in time to the beat.</li> <li>• Recognise feeling/emotion in music and describe it in words/movement.</li> <li>• Explore sounds (timbre) using voices and instruments to create different feelings and moods. Talk about how they made those sounds.</li> </ul> <p><u>2 The Sorcerer's Apprentice</u></p> <ul style="list-style-type: none"> <li>• Listen to The sorcerer's apprentice by Paul Dukas.</li> <li>• Respond to the music through movement and talking about it.</li> <li>• Explore playing percussion instruments.</li> <li>• Retell the story of Fantasia using their own ideas.</li> </ul>	<p><u>3 Witch, Witch</u></p> <ul style="list-style-type: none"> <li>• Invent own call-and-response phrases.</li> <li>• Listen to and learn to sing Witch, witch.</li> <li>• Change their voices to suit different characters.</li> <li>• Make scratchy sounds on un-tuned percussion.</li> <li>• Use tuned instruments to play an accompaniment.</li> </ul> <p><u>4 Row, row, row your boat</u></p> <ul style="list-style-type: none"> <li>• Understand the difference between stepping notes (small intervals) and leaping notes (large intervals).</li> <li>• Explore the shape of the melody.</li> <li>• Row, keeping in time with the beat.</li> <li>• Play percussion instruments with the beat.</li> <li>• Talk about the properties of different percussion instruments.</li> <li>• Perform their music to others.</li> </ul>
<b>Spring 1</b>	<b>Spring 2</b>
<p><u>5 Bird Spotting</u></p> <ul style="list-style-type: none"> <li>• Take turns in singing and echoing phrases.</li> <li>• Keep in time with the pulse</li> <li>• Listen to bird calls and copy them with their voices.</li> <li>• Listen to a piece of classical music and talk about how it makes them feel.</li> <li>• Respond to the music with movement.</li> </ul> <p><u>6 Shake my Sillies Out</u></p> <ul style="list-style-type: none"> <li>• Learn about changing tempo (speed) through singing an action song including contrasting speeds.</li> <li>• Play a rhythmic accompaniment</li> <li>• Learn to consider the timbre (sound quality) of instruments.</li> <li>• Learn to choose instruments to represent different sounds.</li> </ul>	<p><u>7 Up and Down</u></p> <ul style="list-style-type: none"> <li>• Explore higher and lower pitches using vocal sounds.</li> <li>• Sing songs with phrases that move up and down in step.</li> <li>• Talk about the pieces beginning to use musical language (e.g. faster/slower, higher/lower).</li> <li>• Make up an 'up and down' stepping tune on an instrument.</li> </ul> <p><u>8 Five Fine Bumble Bees</u></p> <ul style="list-style-type: none"> <li>• Explore making rising and falling buzzing sounds.</li> <li>• Recognise a change in tempo.</li> <li>• Play an accompaniment using tuned and un-tuned percussion.</li> <li>• Create a vocal/instrumental soundscape to accompany a story.</li> </ul>
<b>Summer 1</b>	<b>Summer 2</b>
<p><u>9 Down There Under the Sea</u></p> <ul style="list-style-type: none"> <li>• Explore the term 'call-and-response' through singing and playing tuned percussion.</li> <li>• Sing a song with 'stepping' and 'jumping' notes and a call-and-response structure.</li> <li>• Make up a sea-themed soundscape using percussion instruments and perform it with the song.</li> <li>• Listen to music and respond through movement e.g. with higher/lower, faster/slower movements.</li> </ul> <p><u>10 Cat and Mouse</u></p> <ul style="list-style-type: none"> <li>• Explore dynamics with actions.</li> <li>• Play percussion instruments along to a track varying the dynamics.</li> <li>• Improvise a group piece with instruments.</li> <li>• Listen to big band music.</li> <li>• Play along with the song Bang my drum.</li> </ul>	<p><u>11 Slap, Clap, Clap</u></p> <ul style="list-style-type: none"> <li>• Perform the song as a clapping game with a partner.</li> <li>• Make up a three-beat body percussion pattern.</li> <li>• Perform a made up three-beat body percussion pattern to a steady beat.</li> <li>• Transfer the actions and play sounds on un-tuned percussion instruments</li> </ul> <p><u>12 Bow, bow, bow Belinda</u></p> <ul style="list-style-type: none"> <li>• Learn to sing a new song, pitching notes accurately.</li> <li>• Put the song and dance together and perform.</li> <li>• Perform the new actions at the same time as singing.</li> <li>• Listen to a folk song and discuss its features.</li> <li>• Explore high and low notes with their voice and an instrument.</li> <li>• Play a tuned accompaniment to a song.</li> </ul>