



BISHOPSWOOD SCHOOLS FEDERATION LONG TERM PLANNING: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Ourselves	Celebrations	Pick n' Mix	Brilliant Books	Spring has Sprung	Animals
Enhanced provision	A range of tuned and percussion instruments are available to the children in and out of the classroom all throughout the year. Learning Harvest Songs	Learning Christmas Songs		Learning Easter Songs		→
Objective/skill	<p><u>ELG 16 - Exploring and using media and materials</u> 40-60 months - * begins to build a repertoire of songs and dances * explores the different sounds of instruments ELG: Children sing songs, make music and dance and experiment with ways of changing them.</p> <p><u>ELG 17 - Being imaginative</u> 40-60 months - * create simple representations of events, people and objects * initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ELG: Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
Year 1	Does a toy have to be shiny and new to be worth playing with?	Where do the leaves go in winter?	Was being the Queen the same for Q Elizabeth I and Q Victoria as it is for Elizabeth II?	Where did and do the wheels on the bus go?	Why do we remember Mary Anning?	Why can't a Meerkat live in the North Pole?
Activity/ task	Toy Story - percussion		Hairy Scary Castle - voices			Carnival of the Meerkats –tuned instruments
Objective/skill	Tempo and texture Use percussion instruments to recreate the sounds of different toys to create a piece of music of toys coming to life.		Chants and rhymes, using voices to different effects, learning songs, performing.			Dynamics and pitch 'Where do you live?' chant, Performing at different Pitches and adding their own verse about another animal.

Year 2	What happened in the Great Fire Of London?	Why did the Titanic sink?	Why was Neil Armstrong a very brave person?	Where would you prefer to live: England or Perth?	Why do we love to be beside the seaside?	How can you be the next Masterchef?
Activity/ task	The Great Fire of London - voices		Space - tuned		Seaside - percussion	
Objective/skill	Dynamics and pitch Create sounds of a scene using only voices – crackling, river, screams etc. Writing as part of this.		Timbre and duration Using Short Ride in a Fast Machine by John Adams, recreate effect using own instruments for a space soundtrack to a video of a rocket taking off.		Tempo and texture Tell a story of the seaside through the use of sounds. Writing as part of this.	