

Week	1 3.6	2 10.6	3 17.6	4 24.6	5 1.7	6 8.7	7 15.7	
Key Question	What a Wonderful World!							
School Value	Have fun and be happy in all that you do							
Links to careers	Adventurer, geographer, botanist, travel writer, sculptor							
Enrichment opportunities		Y2 athletics @ Lydgate		<u>26<sup>th</sup> Sports Day</u>		<u>10<sup>th</sup> Summer Fayre</u>	16 <sup>th</sup> - Y2 Leavers' Assembly <u>17<sup>th</sup> Bridlington</u>	
SMSC Links	5 <sup>th</sup> - World Environment Day		16 <sup>th</sup> - 19 <sup>th</sup> Eid-Al-Adha 21 <sup>st</sup> World Music Day		1 <sup>st</sup> - Class swaps 5 <sup>th</sup> - NHS Birthday	8 <sup>th</sup> - Y2s to NGJs 9 <sup>th</sup> - Class swaps 11 <sup>th</sup> - Y2 Leavers' Party	<u>19<sup>th</sup> Ice Cream Van</u>	
British Values	Respect and tolerance							
Themed days					<u>NHS themed Day!</u>			
Themed assemblies	Significant Individual - How explorers have changed our world - Ibn Battuta	Significant Individual - How explorers have changed our world - Ellen MacArthur	Gail - World Music Day	Corey - Sports Day	Jane - Respect & Tolerance		Jane - School values	
<b>Gold en Thre ad Fore</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	Retrieve and recall activity in class.		

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Music MTP

	Art	Art	Art	Art	Art	Evaluate in class.		
<b>Forest School Activities</b>								
<b>Lesson</b>	1	2	3	4	5	6	7	
<b>National Curriculum KS1</b>	Be creative with sound.						<b>END POINT</b>	
<b>Substantive Knowledge</b>		To know how to use sounds to suggest a mood.		To know how to utilise the concepts of dynamics, tempo and pitch to create a musical soundscape.		To know how to categorise and choose vocal and instrumental sounds to create strong and subtle contrasts.		
<b>Key vocabulary</b>	ALL express mood dynamics pitch tempo							
	SOME light calm strong energetic subtle contrast							
<b>Discipline</b>	<b>KS1</b>							

	Y1	<b>Identify, observe and describe.</b>					
	Y2	<b>Describe, compare and contrast, reason</b>					
<b>Key Stage 1</b>	<p>Lesson: <b>Y1</b> Experiment with voices (look at this term's Sparkyard songs) Experiment with percussion instruments (tuned and untuned) Let children label their sounds with a mood and <b>test their peers...can they guess which mood is being suggested?</b></p>		<p>Lesson: <b>Y1</b> Revise and consolidate the musical elements of tempo, pitch and dynamics. Challenge children to change these elements in order to change a mood after demonstrating how to do this. <b>Emphasise how difficult it is to change or present mood without varying these elements.</b> Make sure vocal examples are used.</p>		<p>Lesson: <b>Y1</b> Ask children to choose the appropriate instruments and/or vocal sounds to illustrate/suggest your choice of photo, picture, story or object. <b>What are they matching? Material the instrument is made from? Its timbre, pitch or associations?</b>  Can they make strong contrasts so that it is easy to hear the change in mood or feeling? Now can they make the contrast more subtle? E.g. a gradual increase in tempo or graduated dynamics ?  <b>Y2</b> Let children make their selection from a range of stimuli and ask children to make specific choices (vocal and instrumental) and explain</p>	<p><b>To share their fluency of knowledge about the nature of sound and ways to creatively express this.</b></p>	

	<p>You could draw and write a label.</p> <p>Y2</p> <p>Revise the elements of music: what can we change? (tempo, dynamics, pitch etc)</p> <p>Collect sounds from percussion instruments and voices to create a mood initially suggested by the teacher.</p> <p>Check children understand which types of instruments are appropriate for a given mood.</p>		<p>Y2</p> <p>Check for understanding of pitch, tempo and dynamics elements.</p> <p>Give children pictures, photos, objects or samples of music (just a few seconds) to suggest a mood/feeling/ story or scenario.</p> <p>Can the children present a soundscape to accompany the stimulus?</p> <p>Talk about how incidental film scores are important to create atmosphere.</p>		<p>them. Focus on strong and then subtle contrasts.</p> <p>Tell them (small groups) that they are responsible for creating an atmosphere/ mood/feeling which matches their stimulus because they will be presenting this in a class "show" (decide how this will be done)</p> <p>Make sure all children's contributions are valued by peers and constructive criticism given...</p> <p>...what did we like about this? would we change anything and why? How did it make us feel ?</p>		
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	<p>Assign a specific mood suggestion to each small group and ask them to present peers. This is practising time and exploring the nature of sounds.</p> <p>Peer feedback to be given.</p>						
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