



# Stratford Preparatory School

## Medium Term Planning – Infant 2

**Term** Summer                      **Subject**                      **Music**

### Aims

To listen to and appreciate a wide variety of (mainly classical) music.  
To be able to read and play the notes A,B and G (E and C\*) on the recorder written in standard notation, developing a working understanding of pitch.  
To be able to imitate and perform simple rhythms.  
To start to read simple rhythms in standard notation  
To develop fine motor skills  
To develop performance skills

### Objectives

Increasing the ability to listen to and appreciate music.  
Working through the book 'Recorder Magic' and pupils' own, work on clapping, singing and playing rhythms using imitation and from memory  
Cover the standard notation for crotchet, quaver, minim (and dotted minim\*) with the appropriate rests.  
Working through 'Recorder Magic', the children will learn how to control their recorders, developing fine motor skills with fingerings, and breath control  
The children will work together towards a class performance of one of their pieces (piece and date to be decided)

### Areas of Experience

We aim to use as many of the areas of experience as is appropriate in our lessons, as indicated on our daily lesson plans

**Linguistic** – command of language and ability to communicate grows through listening, speaking, reading and writing.

**Mathematical** – Understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Understanding should come from practical activity, exploration and discussion.

**Scientific** – Knowledge and understanding of nature, materials and forces. Develop skills associated with scientific process of enquiry: observing, forming hypotheses, experiments and recording.

**Technological** – Planning, developing and evaluating good quality products. Using tools, materials and equipment. Responsible and safe use of computing.

**Human and social** – People and environment, how human action in the past has influence events and conditions.

**Physical** – Physical control and co-ordination as well as tactical skills and imaginative responses to evaluate and improve performance. An understanding of fitness and health.

**Aesthetic and creative** – Making, composing and inventing, present in all areas especially Art, Music, drama, dance, literature.

## Scheme of Work/ Weekly Programme of Study

This term the whole class will be learning to play the recorder, using the book 'Recorder Magic'. The children all have their own recorders and a copy of the book.

Week 1 Play some recorder music Singing new songs

Week 2 Cover the names of the parts of the recorder and how to look after the instrument. Work on how to hold the instrument and practise 'Spooky Spinney'.

Week 3 Revise last week's lesson. Perform 'Spooky Spinney' with the CD. Page 4, 'Today's Menu', including tonguing. More able write down and practise own sentences

Week 4 Play through 'Today's Menu' with CD and a few examples of children's own sentences. Page 6, cover note A. 'Animals on the Road'. less able play B, more able all of tune.

HALF TERM

Week 5 Introduce standard notation for B and A. 'Clean Clothes' and 'A and B'. More able 'Gymnastics'.

Week 6 Revise notation. P10 'One Recorder' 'Going to School', less able ostinato rhythm, more able tune

Week 7 Revise notation covered so far. Introduce note G and minim. 'Butterflies'. More able 'Swallow flying high'.

Week 8 Revise notes B, A and G. Introduce note E to more able, '20 'One mosquito'. P13 'Time flies'. More able refer the breath mark. Play as a round, less able part 1.

Week 9 Playing tunes from the recorder book

Week 10 Break up

Each lesson will start (on alternate weeks) with either a music appreciation section, or an opportunity for individuals to perform to their peers.

## Differentiation

Differentiation by questioning and response for the music appreciation section at the start of alternate lessons.

Differentiation by outcome for solo performances and playing on the recorder.

Less able – percussion instruments may be used if some of the class pieces are too demanding. Allowances made within the teaching scheme. Supported by class teacher  
More able – given more complex tasks within scheme and higher expectation. Extra pieces will be covered, and many of the whole class pieces will be approached with a greater understanding of the music theory involved.

## Cross Curricular Links

Maths

## Deployment of Teaching Assistants

n/a

## Resources

Music for music appreciation

School percussion instruments

Recorders and copies of 'Recorder Magic' for pupils and teacher

Spare school recorders.

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