



# All Saints CE Primary School and Nursery

## Medium Term Planning



Class teacher: SS/SS Year group: 2 Term: Autumn 1 Subject: Music-Orchestral instruments (Theme: Western stories)

| Lesson | Learning Goal (L.G.)  | Brief outline of lesson content<br>(or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)  | Key Vocabulary covered   |
|--------|---|---|--|
| 1      | To listen to and analyse an orchestral version of a traditional story<br>SEN- matching activity with adult support. | <b><u>The Three Bears</u></b><br>Children are introduced to instruments in the orchestra, and then try to identify the instruments within a piece of orchestral music based on the familiar story of Goldilocks and the Three Bears. See lesson plan 1<br><a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-1-the-three-bears/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-1-the-three-bears/</a> | Orchestra<br>Instruments<br>Strings<br>Woodwind<br>Brass<br>Percussion                           |
| 2      | To listen to and analyse a film musical version of a traditional story<br>SEN- adult support.                       | <b><u>The Snow Queen</u></b><br>Focusing on the story of The Snow Queen, children analyse how music can convey different moods or aspects of the narrative. See lesson plan 2<br><a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-2-the-snow-queen/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-2-the-snow-queen/</a>  | Orchestra<br>Instruments<br>Strings<br>Woodwind<br>Brass<br>Percussion<br>Vocals<br>Sound effect |
| 3      | To select appropriate sounds to match events, characters and feelings in a story                                    | <b><u>Red Riding Hood</u></b><br>Children use their understanding of timbre, tempo and dynamics to tell the familiar story of Red Riding Hood. See lesson plan 3  | Timbre<br>Dynamics<br>Tempo  |

|   |  |   |                                       |
|---|--|---|---------------------------------------|
|   | SEN- adult support.  |   |                                       |
|   |  | <a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-3-red-riding-hood/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-3-red-riding-hood/</a>   |                                       |
| 4 | To write a play script and select appropriate musical sounds to accompany it<br>SEN- adult support.<br>Tolerance/Respect | <b>Jack and the Beanstalk</b><br>Working in groups, children plan how to tell the story of Jack and the Beanstalk through music, using their understanding of dynamics, timbre and tempo. See lesson plan 4-<br><a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-4-jack-and-the-beanstalk/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-4-jack-and-the-beanstalk/</a> | As above                              |
| 5 | To perform a story script with accompanying music<br>SEN- adult support.<br>Tolerance/Respect                            | <b>Super story tellers</b><br>Children perform their musical versions of Jack and the Beanstalk using their plans from the previous lesson. See lesson plan 5-<br><a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-5-super-storytellers/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/lesson-5-super-storytellers/</a>   | Timbre<br>Dynamics<br>Tempo<br>Vocals |