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| **Term Pentecost 1**  **Subject Computing Year 2 Medium Term Planning** | | | | | | |
| **National Curriculum Objectives**  ● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know how to describe how music can make us feel. | I know how to identify different patterns in music. | I know how to experiment with sound using a computer. | I know how to use a computer to create a musical pattern. | I know how to create music for a purpose. | I know how to review and refine my computer work. |
| **Recall and retrieval** | * *.Types of technology used around school and at home.* | * Use adjectives to describe how a piece of music makes us feel. | * To identify and clap to a rhythm. | * .Demonstrate pitch using the computer. | * Make different notes on the computer. | * What animal is this? Identify the animal from the music created by others. |
| **Sequence of knowledge throughout the lesson**  **Key skills within each lesson** | Key knowledge  To say how music can make us feel  I know how to identify simple differences in pieces of music  I can describe music using adjectives  I can say what I do and don’t like about a piece of music  **Listen to music and explain the feelings created.** | Key knowledge  To identify that there are patterns in music  I know how to create a rhythm pattern  I know how to use an instrument following a rhythm pattern  I know how to explain that music is created and played by humans  **To know what a rhythm is, how to create a rhythm and explain how it is created.** | Key knowledge  I know how to connect images with sounds  I know how to use a computer to experiment with pitch  I know how to relate an idea to a piece of music  **To use computer program in order to create levels of pitch** | Key knowledge  I know how to identify that music is a sequence of notes  I know how to explain how my music can be played in different ways  I know how to refine my musical pattern on a computer  **To use a computer to create and refine a piece of music** | Key knowledge  I know how to create a rhythm which represents an animal I’ve chosen  I know how to create my animal’s rhythm on a computer  I know how to add a sequence of notes to my rhythm  **To use a computer program to create animal music.** | Key knowledge  I know how to review my work.  I know how to explain how I changed my work.  I know how to listen to music and describe how it makes me feel  **To use a computer to refine music created.**  **To be able to explain any changes.** |
| **Scaffolding** | Guided questioning | Repeated rhythms that are slower and repeated often. | Guided and supported to begin to explore the computer program. Fewer levels of pitch | Simple sequences of music -supported to refine. | Limited sequence of notes to refine. | Prompt questions. |
| **Challenge** | Using more complex and imaginative adjectives to describe. | More complex rhythms. | Increased levels of pitch. | More complex sequence of notes. | Extended sequence of notes. | Explanation that includes technical language and detail. |
| **Key vocabulary** | **Key Vocabulary**  Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions | **Key Vocabulary**  Pattern, rhythm, pulse | **Key Vocabulary**  Neptune, pitch, tempo, rhythm, notes | **Key Vocabulary**  Pattern, notes, instrument, tempo | **Key Vocabulary**  Create, emotion, pitch, pulse/beat, tempo, instrument, rhythm, notes | **Key Vocabulary**  Open, edit |