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|  | Music Curriculum  |
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|  | Year 2 |

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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **\*Friendship Song**  | **Ho, Ho, Ho**  | **I Wanna Play in a Band**  | **Zootime**  | **\*Hands, Feet, Heart**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | Pop | A song with rapping and improvising for Christmas | Rock | Reggae | Afropop, SouthAfrican | Classical |
| **Unit theme**  | A song about being friends | Festivals and Christmas | Playing together in a band | Reggae and animals | South African music | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** Friendship Song by Joanna Mangona and Pete Readman **Musical Activities**-Warm-up Games -Flexible Games (optional) -Start to learn the song Friendship Song**Performance** Sing the song | **Listen and Appraise** Count On Me by Bruno Mars  **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental partsFriendship Song  **Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** We Go Together (from Grease soundtrack) Friendship Song **Musical Activities** **-**Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts Improvise  **Performance**Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise** You Give A Little Love from Bugsy Malone Friendship Song  **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts -Improvise option -Compose **Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise** That’s What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John Friendship Song **Musical Activities** **-**Warm-up Games -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts -Improvise option -Play your composition(s) within the song  **Performance** Choose what you perform today. Start to prepare for the end-of-unit performance | **Listen and Appraise** You’ve Got A Friend In Me by Randy Newman Friendship Song **Musical Activities**-Flexible Games (optional) -Sing the song Friendship Song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: -Play instrumental parts -Improvise option -Play your composition(s) within the song **Performance** Prepare for the end-of-unit performancePERFORM TO YOUR CLASS |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* Bass
* electric guitars
* saxophone
* trumpet
* pulse
* rhythm
* pitch
 | * improvise
* compose
* perform
* audience
* question and answer
* melody
* dynamics
* tempo
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music.**
* Others will find the pulse to any other unit song
* **Recognise and name 2** or more **instruments they hear: keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.**
* Recognise all or many of the instruments they can hear.
 |
| **Musical Activity**  |
| **Find the Pulse:*** **March in time with the pulse.**
* **Be an animal finding the pulse.**
 |
| **Clap Rhythms:*** **Know that rhythm is different to the pulse**
* **Count and clap back rhythms.**
* **Clap the rhythm of their name.**
* Create simple rhymes themselves.
 |
| **Sing:*** **Recognise that songs sometimes have a question and answer section and a chorus.**
 |
| **Play instrumental parts:*** **Play accurately and in time.**
* **Expected to play: G, A + C**
* Some will play: G, A B + C
 |
| **Improvise:*** **In the lessons and the performance.**
* **Most will use C**
* Some will play C + D.
 |
| **Compose:*** **A simple melody using simple rhythms and use as part of the performance.**
* **Most will use C + D.**
* Some will use C, D + E or C, D E, F + G
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.**
* **Perform song and instruments in class**
* **Introduce performance to an audience.**
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|  | Year 2 |

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| **Vertical Concepts** | Pulse  | Rhythm  | Pitch | Tempo | Dynamics | timbre | Texture | Structure  | Notation |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **\*Friendship Song**  | **Ho, Ho, Ho**  | **I Wanna Play in a Band**  | **Zootime**  | **\*Hands, Feet, Heart**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | Pop | A song with rapping and improvising for Christmas | Rock | Reggae | Afropop, SouthAfrican | Classical |
| **Unit theme**  | A song about being friends | Festivals and Christmas | Playing together in a band | Reggae and animals | South African music | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** HO HO HO byJoanna Mangona**Musical Activities** -Flexible Games-Vocal warm-ups and start to learn the song -HO HO HO**Performance** Sing the song | **Listen and Appraise** Choose your own song hereHO HO HO byJoanna Mangona**Musical Activities** -Flexible Games-Vocal warm-ups and sing the song Ho Ho Ho-Play instrumental parts**Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Bring Him Back Home (NelsonMandela) by HughMasekelaHO HO HO by Joanna Mangona**Musical Activities** -Flexible Games-Vocal warm-ups and sing the song Ho Ho Ho-Play instrumental parts**Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Suspicious Minds by Elvis EresleyHO HO HO by Joanna Mangona**Musical Activities** -Flexible Games-Sing the song Ho Ho HO-Play instrumental parts**Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Sir Duke by Stevie WonderHO HO HO by Joanna Mangona **Musical Activities** -Flexible Games-Sing the song Ho Ho HO-Play instrumental parts**Performance** Choose what you perform today. Start to prepare for the end-of-unit performance | **Listen and Appraise** Fly Me to the Moon by Frank SinatraHO HO HO by Joanna Mangona**Musical Activities** -Flexible Games-Sing the song Ho Ho HO-Play instrumental parts**Performance** Prepare for the end-of-unit performancePERFORM TO YEAR 1 |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Bass
* Guitar
* Percussion
* Trumpets
* Saxophones
* Pulse
* rhythm
 | * pitch
* perform
* audience
* rap
* improvise
* dynamics
* tempo
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse.**
* **Understand that songs have a musical style. This song has a rap in it – spoken word.**
* **Recognise and name some of the instruments/voices: singers, keyboard, bass, guitar, percussion, trumpets and saxophones.**
 |
| **Musical Activity**  |
| **Find the Pulse:*** **March in time with the pulse.**
* **Be a rapper and find the pulse.**
* Freestyle using the pulse
 |
| **Clap Rhythms:*** **Count and clap back rhythms.**
* **Clap the rhythm of their name.**
* **Clap the rhythm of theirfavourite colour.**
* Create their own rhymes of the class to copy back
 |
| **Sing:*** **Sing and rap together in time.**
 |
| **Pitch:*** **High and low sounds we add to the pulse and rhythm when we sing/play an instrument.**
 |
| **Play instrumental parts:*** **Play accurately and in time.**
* **Expected to play: G, A & B.**
 |
| **Improvise:*** **Using words.**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.**
* **Perform song and instruments to Year 1**
* **Introduce performance to an audience.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **\*Friendship Song**  | **Ho, Ho, Ho**  | **I Wanna Play in a Band**  | **Zootime**  | **\*Hands, Feet, Heart**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | Pop | A song with rapping and improvising for Christmas | Rock | Reggae | Afropop, SouthAfrican | Classical |
| **Unit theme**  | A song about being friends | Festivals and Christmas | Playing together in a band | Reggae and animals | South African music | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** I Wanna Play In A Band by Joanna Mangona **Musical Activities** -Warm-up Games -Flexible Games (optional) -Start to learn the song I Wanna Play In A Band **Performance** Sing the song | **Listen and Appraise** We Will Rock You by Queen I Wanna Play In A Band**Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Play instrumental parts **Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Smoke On The Water by Deep Purple I Wanna Play In A Band **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Play instrumental parts Improvise (optional extension activities for improvisation) **Performance** Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise** Rockin’ All Over The World by Status Quo I Wanna Play In A Band**Musical Activities** **-** Warm-up Games-Flexible Games (optional) -Sing the song I Wanna Play In A Band -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Compose **Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise** Johnny B.Goode by Chuck Berry I Wanna Play In A Band **Musical Activities** -Warm-up Games -Flexible Games optional) - Sing the song I Wanna Play In A Band -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song **Performance** Choose what you perform today. Start to prepare for the end-of-unit performance | **Listen and Appraise** I Saw Her Standing There by The Beatles I Wanna Play In A Band **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance **Performance** Prepare for the end-of-unit performancePERFORM TO PARENTS |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* Bass
* electric guitar
* rock
* pulse
* rhythm
* pitch
 | * improvise
* compose
* perform
* audience
* melody
* dynamics
* tempo
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse and know that this unit is about Rock music.**
* Others will understand that songs have a musical style.
* **Recognise and name 2 or more instruments they hear: keyboard, drums, bass, electric guitar, singers.**
* Others will recognise all or many of the instruments they can hear.
 |
| **Musical Activity**  |
| **Find the Pulse:*** **March in time with the pulse.**
* **Be a Rockstar finding the pulse.**
* Freestyle using the pulse
 |
| **Clap Rhythms:*** **Count and clap back rhythms.**
* **Clap the rhythm of their name**
* **Clap the rhythm of their favourite colour.**
* Create their own rhymes for the class to copy back.
 |
| **Sing:*** **Sing and dance together, in time and using actions.**
 |
| **Play instrumental parts:*** **Play accurately and in time.**
* **Most will play: D & C**
* Some will play G, F + C
 |
| **Improvise:*** **In the lessons and the performance.**
* **Most will use F**
* Some will use F + G
 |
| **Compose:*** **A simple melody using simple rhythms, and use as part of the performance.**
* **Most will use F, G & A**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.**
* **Perform song and instruments to parents**
* **Introduce performance to an audience.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **\*Friendship Song**  | **Ho, Ho, Ho**  | **I Wanna Play in a Band**  | **Zootime**  | **\*Hands, Feet, Heart**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | Pop | A song with rapping and improvising for Christmas | Rock | Reggae | Afropop, SouthAfrican | Classical |
| **Unit theme**  | A song about being friends | Festivals and Christmas | Playing together in a band | Reggae and animals | South African music | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** Zootime by Joanna Mangona **Musical Activities** -Warm-up Games -Flexible Games (optional) -Start to learn the song Zootime  **Performance** Sing the song | **Listen and Appraise** Kingston Town by UB40  Zootime **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts **Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Shine by ASWAD Zootime **Musical Activities**. -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts Improvise (optional extension activities for improvisation) **Performance** Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise** I.G.Y. by Donald Fagen  **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts Improvise option (optional extension activities for improvisation) -Compose Zootime **Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise**Feel Like Jumping by Marcia Griffiths  Zootime **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song **Performance** Choose what you perform t oday. Start to prepare for the end-of-unit performance | **Listen and Appraise** I Can See Clearly Now by Jimmy CliffZootime**Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance **Performance** Prepare f or the end-of-unit performancePERFORM TO KS1 |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* bass
* electric guitar
* reggae
* pulse
* rhythm
* pitch
 | * improvise
* compose
* perform
* audience
* melody
* dynamics
* tempo
 |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse and know that this unit is about Reggae music.**
* Others will understand that songs have musical style
* **Recognise and name 2 or more instruments they hear: keyboard, bass, drums, electric guitars, singers.**
* Others will recognise all or many of the instruments they can hear.
 |
| **Musical Activity**  |
| **Find the Pulse:*** **Be an animal of your choice.**
 |
| **Clap Rhythms:*** **Count and clap back rhythms.**
* **Clap the rhythm of their name.**
* **Clap the rhythm of their favourite colour.**
* Create their own rhymes for their class to copy back.
 |
| **Pitch:*** **High and low sounds we add to the pulse and rhythm when we sing/play an instrument.**
 |
| **Sing:*** **Sing dance together, in time and using actions.**
 |
| **Play instrumental parts:*** **Play accurately and in time.**
* **Some will use C.**
* **Most will use C & D.**
 |
| **Improvise:*** **In the lessons and the performance.**
* **Some will use C**
* **Most will play C & D.**
 |
| **Compose:*** **A simple melody using simple rhythms, and use as part of the performance.**
* **Most will use C & D.**
* **Some will use C, D & E.**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.**
* **Perform song and instruments to KS1**
* **Introduce performance to an audience.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **\*Friendship Song**  | **Ho, Ho, Ho**  | **I Wanna Play in a Band**  | **Zootime**  | **\*Hands, Feet, Heart**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | Pop | A song with rapping and improvising for Christmas | Rock | Reggae | Afropop, SouthAfrican | Classical |
| **Unit theme**  | A song about being friends | Festivals and Christmas | Playing together in a band | Reggae and animals | South African music | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** Hands, Feet, Heart by Joanna Mangona **Musical Activities** -Warm-up Games -Flexible Games (optional) -Start to learn the song Hands, Feet, Heart  **Performance** Sing the song | **Listen and Appraise**The Click Song sung by Miriam Makeba  **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Hands, Feet, Heart -Play instrumental partsHands, Feet, Heart **Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** The Lion Sleeps Tonight sung by Soweto Gospel Choir Hands, Feet, Heart **Musical Activities** –Warm-up Games -Flexible Games (optional) Sing the song Hands, Feet, Heart -Play instrumental parts -Improvise (optional extension activities for improvisation) **Performance** Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise** Bring Him Back Home by Hugh Masekela  Hands, Feet, Heart **Musical Activities** -Warm-up Games -Flexible Games, (optional) -Sing the song Hands, Feet, Heart -Play instrumental parts -Improvise option(optional extension activities for improvisation) -Compose  **Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise** You Can Call Me Al by Paul Simon **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Hands, Feet, Heart -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song  **Performance** Choose what you perform today. Start to prepare for the end-of-unit performanceHands, Feet Heart | **Listen and Appraise** Hlokoloza by Arthur Mofokate  **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Hands, Feet, Heart -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song  -Choose and play any of the options below, then decide which one to practise for the end-of-unit performanceHands, Feet, Heart **Performance** Prepare f or the end-of-unit performancePERFORM TO PARENTS |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* Bass
* Glockenspiel
* Pulse
* rhythm
* pitch
 | * improvise
* compose
* perform
* audience
* melody,
* dynamics
* tempo
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse and know that this unit is about being friends.**
* Others will understand that songs have musical style
* **Recognise and name 2 or more instruments they hear: keyboard, bass, a female singer, a glockenspiel.**
* Others will recognise all or many of the instruments they can hear.
 |
| **Musical Activity**  |
| **Find the Pulse:*** **Decide how to find the pulse.**
 |
| **Clap Rhythms:*** **Clap the rhythm of their name.**
* **Clap the rhythm of their favourite colour.**
* Create their own rhythms for the class to copy back.
 |
| **Sing:*** **In 2 parts.**
 |
| **Play instrumental parts:*** **Play accurately and in time.**
* **Most play E & G.**
* **Some will play C.**
 |
| **Improvise:*** **In the lessons and the performance.**
* **Most will use C**
* Some will play C + D.
 |
| **Compose:*** **A simple melody using simple rhythms, and use as part of the performance.**
* **Most will use E & G.**
* Some will use E, G, A + B.
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.**
* **Perform song and instruments to parents.**
* **Introduce performance to an audience.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **\*Friendship Song**  | **Ho, Ho, Ho**  | **I Wanna Play in a Band**  | **Zootime**  | **\*Hands, Feet, Heart**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | Pop | A song with rapping and improvising for Christmas | Rock | Reggae | Afropop, SouthAfrican | Classical |
| **Unit theme**  | A song about being friends | Festivals and Christmas | Playing together in a band | Reggae and animals | South African music | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels |
|  | <https://www.lincsmusicservicedigital.org/schem> **login: 279410**  **Password: zfcry77k2e** |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise Reflect and Rewind**Reflect - Peer Gynt Suite: Anitra’s Dance by Edvard Grieg - Romantic Rewind and Listen Out! Bring Him Back Home (Nelson Mandela) by Hugh Masekela **Musical Activities** **Reflect, Rewind and Replay** A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year **Perform and Share Replay** Prepare for a performance of songs and activities from the year.  | **Listen and Appraise Reflect and Rewind** Reflect - Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque Rewind and Listen Out! Fly Me To The Moon sung by Frank Sinatra . **Musical Activities** **Reflect, Rewind and Replay**-Warm-up games with Hands, Feet, Heart -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year **Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise Reflect and Rewind** Reflect - From the Diary Of A Fly by Béla Bartók - 20th Century Rewind and Listen Out! We Will Rock You by Queen **Musical Activities** **Reflect, Rewind and Replay** -Flexible games with Ho, Ho, Ho -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year **Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise Reflect and Rewind** Reflect - Fantasia on Greensleeves by Vaughan Williams - 20th Century Rewind and Listen Out! Feel Like Jumping by Marcia Griffiths **Musical Activities** **Reflect, Rewind and Replay**-Warm-up games with I Wanna Play In A Band -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year **Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise Reflect and Rewind** Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky - Romantic Rewind and Listen Out! You’ve Got A Friend In Me by Randy Newman **Musical Activities** **Reflect, Rewind and Replay** -Warm-up games with Zootime -A composition activity using First Composer Rhythm -Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year **Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise Reflect and Rewind** Reflect - The Robots (Die Roboter) by Kraftwerk  Rewind and Listen Out! Count On Me by Bruno Mars **Musical Activities** **Reflect, Rewind and Replay** -Warm-up games with Friendship Song -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year**Perform and Share Replay** Prepare for a performance of songs and activities from the year.PERFORM TO WHOLE SCHOOL |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* Bass
* Glockenspiel
* Pulse
* Rhythm
* pitch
 | * improvise
* compose
* perform
* audience
* melody
* dynamics
* tempo
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Listen and appraise Classical Music**
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| **Musical Activity**  |
| **Sing:*** **Singing**
 |
| **Play instrumental parts:*** **Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.**
* **Play instruments within the song**
 |
| **Improvise:*** **Improvisation using voices and instruments**
 |
| **Compose:*** **Composition**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.**
* **Perform song and instruments to parents**
* **Introduce performance to an audience.**
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