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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, South  African | 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 parts  Friendship 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 performance  PERFORM 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 taught By 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, South  African | 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 here  HO 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 HughMasekela  HO 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 Eresley  HO 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 Wonder  HO 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 Sinatra  HO 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 performance  PERFORM 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 taught By 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, South  African | 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 performance  PERFORM 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 taught By 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, South  African | 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 Cliff  Zootime  **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 performance  PERFORM 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 taught By 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, South  African | 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 parts  Hands, 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 s  ong | **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 performance  Hands, 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 performance  Hands, Feet, Heart  **Performance**  Prepare f or the end-of-unit performance  PERFORM 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 taught By 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, South  African | 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 taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Listen and appraise Classical Music** |
| **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.** |