

Subject: Music Year 2
 What are the aims and intentions:

That all the children:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	<u>Autumn 1</u> Pulse Hands, Feet, Heart. <u>Autumn 2</u> Rhythm Little Angel got her wings!	Keep a steady pulse in a group and solo with musical accompaniment. Demonstrate at least two different time signatures (3/4 and 4/4). Repeat back longer basic rhythms from memory (at least 2 bars), performing from very basic notations e.g. crotchets, quavers and minims	<ul style="list-style-type: none"> • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. 	<ul style="list-style-type: none"> • What is a time signature? • How many beats are there? • What are crotchets and quavers?
	Key Vocabulary	rhythm, pulse, syllables, tempo, crotches, quavers, beats, rest, repeat.		
		Cultural Capital: Durham Big Sing, Christmas carols, sing up, nativity performances		
Spring	<u>Spring 1</u> Melody and notation. Glockenspiel Stage 1 <u>Spring 2</u> Active Listening Banana Rap	Sing back short melodies that use around 2/3 notes. Perform from rhythmic notations including crotchets and minims. Identify where elements change (e.g. Music gets faster or louder) replicate these changes in a simple performance.	<ul style="list-style-type: none"> • Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). 	<ul style="list-style-type: none"> • What is a melody? • How do we sing in an ensemble? • Why is it important to warm up? • How do we use Improvisation?

			<ul style="list-style-type: none"> Carefully choose instruments to combine layers of sound, showing awareness of the combined effect Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases 	
	Key Vocabulary	Perform, rhythm, melody, notation, listening, voice, ensemble, warm up, improvisation		
		Cultural Capital: Durham music big sing,		
Summer	<u>Summer 1</u> Composing and improvising. Round and Round <u>Summer 2</u> Performing. Reflect, Rewind and Replay.	To know how to Improvise simple rhythms based on a given stimuli (e.g. rhythm grids). To know how to play basic rhythms on untuned instruments using body percussion.	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds. 	<p>Composing</p> <p>Can they order sounds to create a beginning, middle and end?</p> <p>Can they create music in response to?</p> <p>Can they choose sounds which create an effect?</p> <p>Can they use symbols to represent sounds?</p> <p>Can they make connections between notations and musical sounds?</p> <p>Performing</p> <p>Do they sing and follow the melody (tune)?</p> <p>Do they sing accurately at a given pitch?</p> <p>Can they perform simple patterns and accompaniments keeping a steady pulse?</p> <p>Can they perform with others?</p>

				Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?
	Key Vocabulary	Instruments, create, sounds, beginning, middle , end, tune, sing, perform, tempo, pulse, clap, compose.		
		Cultural Capital: Durham music big sing, proms on the yard.		