

## Music Curriculum Year 2

<b>Throughout the Year Curriculum Drivers</b>	
<p><b>Wellbeing</b> – singing and playing instruments is good for our wellbeing  <b>Possibilities</b> – careers linked to music-performance, sound engineers, lighting etc.</p>	
Key Knowledge	Skills
<p><b><u>Listen and Appraise</u></b>            To know 5 songs off by heart            To know some songs have a chorus or response/answer part            To know that songs have a musical style</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars            To learn how songs can tell a story or describe an idea</p>
<p><b><u>Singing</u></b>            To confidently know and sing 5 songs from memory            to know that unison is everyone singing at the same time            To know that songs include other ways of using the voice            To know why we have to ‘warm up’ our voice</p>	<p>Learn about voices, singing notes of different pitches            Learn how to make different sounds with their voices            learn to find a comfortable singing position            Learn to start and stop singing when following a leader</p>
<p><b><u>Playing</u></b>            To learn the names of the notes in their part from memory or when written down            To know the names of untuned percussion instruments played in class</p>	<p>Treat instruments carefully and with respect            Learn to Play a tuned instrumental part that matches their musical challenge            Play the part in time with the steady pulse            Listen to and follow musical instructions from a leader</p>
<p><b><u>Rhythm</u></b>            To know that music has a steady beat            To know that we can create rhythm from words            To know that rhythms are different from the steady pulse</p>	<p>Through the progressive warm up Games and Challenges that embed pulse, rhythm and pitch</p>
<p><b><u>Composition</u></b>            To know that composing is like writing a story with music            To know that everyone can compose</p>	<p>Help to create a simple melody using 1, 2, 3 or 5 notes            Learn how the notes can be written down and changed</p>
<p><b><u>Improvisation</u></b>            To know that improvisation means making up your own tunes            To know that when someone improvises that they make up their own tune and that it has never been heard before            To know that everyone can improvise and it can involve one or more notes</p>	<p>To clap and improvise            To sing, play and improvise            Take it in turns to improvise using one or two notes</p>
<p><b><u>Performance</u></b>            To know that a performance is sharing music with other people called an</p>	<p>Choose a song learnt and perform it</p>

<b>audience</b> To know that a performance can be a special occasion		<b>Add own ideas</b> Record and reflect on the performance			
<b>Unit 1 –Hands, Feet, Heart</b>					
<b>Objectives</b> To learn about South Africa and South African music	<b>Key knowledge and learning</b> Children will know that music has a steady pulse That we can create rhythms from words That rhythms are different from the pulse We add high and low sounds(pitch) Listening to Afropop and South African Music	<b>Core Vocabulary</b> Keyboard, drums, bass, electric guitars, saxophone, trumpet. Pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	<b>POP tasks</b> <b>Basic</b> Play accurately and in time <b>Advancing</b> Be able to play G A and C <b>Greater Depth</b> Be able to play G, A, B and C	<b>Links to Curriculum Drivers</b>  <b>Love of learning</b> African Music	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion
<b>Unit 2 –Ho Ho Ho</b>					
<b>Objectives</b> To learn a song with rapping and improvisation for Christmas	<b>Key knowledge and learning</b> Children can find the pulse Understand that songs have a musical style Rap is spoken word recognise keyboard, bass, guitar, trumpets and saxophones  Songs by Sinatra, Presley and Stevie Wonder	<b>Core Vocabulary</b> Keyboard ,bass, electric guitars, percussion, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, rap, improvise, melody, dynamics, tempo	<b>POP tasks</b> <b>Basic</b> Identify the difference between sing and rap <b>Advancing</b> Sing and rap together and in time <b>Greater Depth</b> Improvise using words	<b>Links to Curriculum Drivers</b>  <b>Love of learning</b> Songs by Sinatra, Presley and Stevie Wonder <b>Community</b> Performance at Christmas	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion
<b>Unit 3-I wanna play in a band</b>					
<b>Objectives</b> To find the pulse To know the musical style of rock music	<b>Key knowledge and learning</b> To know that music has a steady pulse Understand that songs have a musical style with a focus on rock	<b>Core Vocabulary</b> Keyboard ,bass, electric guitars, Rock, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, rap, improvise,	<b>POP tasks</b> <b>Basic</b> Play instrument part accurately and in time	<b>Links to Curriculum Drivers</b>  <b>Love of</b>	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels

	recognise keyboard, bass, guitar, trumpets and saxophones Songs by Queen, Deep Purple Status Quo and Chuck Berry	melody, dynamics, tempo	<b>Advancing</b> Be able to play D and C with confidence <b>Greater Depth</b> To be able to add G and F	<b>learning</b> The influence of rock music and how it has changed over the decades	Recorders Untuned percussion
<b>Unit 4- Zoo Time</b>					
<b>Objectives</b> To understand and perform reggae music and to keep the pulse	<b>Key knowledge and learning</b> To know that music has a steady pulse to know that adding pitch means high and low when using our voices and instruments Understand that songs have a musical style with a focus on rock recognise keyboard, bass, guitar, trumpets and saxophones	<b>Core Vocabulary</b> keyboard, drums, bass, electric guitar ,Reggae improvise, compose, perform, audience, rap, improvise, melody, dynamics, tempo, melody	<b>POP tasks</b> <b>Basic</b> Compose a simple melody using rhythms <b>Advancing</b> Compose a simple melody using C <b>Greater Depth</b> Compose a simple melody using C and D	<b>Links to Curriculum Drivers</b>  <b>Love of learning</b> Reggae Music	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion
<b>Unit 5 –Friendship Song</b>					
<b>Objectives</b> To understand that songs have a musical style and can express feelings	<b>Key knowledge and learning</b> To know that music has a steady pulse Understand that songs have a musical style with a focus on rock recognise keyboard, bass, guitar, trumpets and saxophones Empathy songs linked to friendship Bruno Mars We Go Together(Grease) you give a little Love(Bugsy Malone) That’s what Friends are For You’ve Got a Friend in Me	<b>Core Vocabulary</b> Keyboard, drums. Bass, glockenspiel improvise, compose, perform, audience, rap, improvise, melody, dynamics, tempo	<b>POP tasks</b> <b>Basic</b> Sing a song in 2 parts  <b>Advancing</b> Sing a song in 2 parts and keep the pulse  <b>Greater Depth</b> Sing a song in 2 parts and add a rhythm	<b>Links to Curriculum Drivers</b> <b>Love of Learning</b> Empathy songs of friendship <b>Community</b> Perform to other class or as part of a Showcase assembly	<b>Resources</b> Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion

Unit 6- Reflect, Rewind and Replay- to be used at the end of the year or musical appreciation throughout the year					
<b>Objectives</b> To listen and respond to classical music	<b>Key knowledge and learning</b> <b>Reflect</b> Peer Gynt Suite: Anitra’s Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From the Diary Of A Fly by Béla Bartók - 20th Century Fantasia on Greensleeves by Vaughan Williams - 20th Century Dance Of The Sugar Plum Fairy by Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk	<b>Core Vocabulary</b> From the whole unit	<b>POP tasks</b>	<b>Links to Curriculum Drivers</b>  <b>Community</b> Prepare for a performance of songs and activities from the year.	<b>Resources</b> Charanga on line lessons/songs
Unit 7- Performance in Autumn term					
<b>Objectives</b> To know that a performance is sharing music with other people called an audience	<b>Key knowledge and learning</b> Choose a song and perform it Add own ideas Record and reflect on the performance	<b>Core Vocabulary</b> Perform Practice Rehearse Refine Perfect	<b>Links to Curriculum Drivers</b> <b>Community</b> Prepare for a performance	<b>Resources</b> Charanga on line lessons/songs	<b>Objectives</b> To know that a performance is sharing music with other people called an audience