



**YEAR: 2 TERM: Autumn 1 TITLE: Pitch (Musical Me)**

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<b>REVISION / REMIND / REVISIT – Previous work with singing in year 1 and 2 and playing tuned and untuned instruments / use of key vocabulary and performance skills.</b>	<p><b>NC LINKS</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Rhythm</li> <li>Pulse</li> <li>Dynamics</li> <li>Timbre</li> <li>Beat</li> <li>Melody</li> <li>Notation</li> </ul>	<p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>Children can take part in a class performance, singing and playing the pulse using their instrument at the same time.</li> <li>To copy back a rhythm at the right dynamic and to use an instrument to play the rhythm of a song without singing.</li> <li>To change the dynamics and timbre in their performance to alter the emotion of the song.</li> <li>To play a melody (tune) from notation and use it to write their own melody.</li> </ul> <p><b>Knowledge Acquired</b></p> <ul style="list-style-type: none"> <li>To suggest how to make different sound effects of a song.</li> <li>To understand that all instruments have their own timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Children will experiment with changing dynamic and timbres to show emotions.</li> <li>Children will compose a piece of music in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that composers use different dynamics and timbres to show different emotions in their music and use this to make their compositions more interesting.</li> </ul>	<p>Children to perform their pieces as part of Collective Worship</p>

		<ul style="list-style-type: none"> <li>To know that melodies (tunes) can be written down and this is called 'notation'.</li> </ul>			
<p><b>ASSESSMENT CRITERIA:</b></p> <ul style="list-style-type: none"> <li>Children can accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>Children can respond to changes in dynamics and tempo in a group performance.</li> <li>Children can play instruments in different ways and create sound effects.</li> </ul>		<p><b>SUGGESTED TIME FRAME</b>  <b>At least 5 hours/sessions, plus time for rehearsal.</b></p>			
<p><b>SUGGESTED SEQUENCE OF LESSONS</b></p> <p><b>Session 1 – Exploring pitch patterns</b>  Kapow Year 2 Pitch: Lesson 1  Becoming familiar with reading symbols used to show different pitch patterns, playing these on instruments.</p> <p><b>Session 2 – Singing pitch patterns</b>  Kapow Year 2 Pitch: Lesson 2  Singing and drawing pitch patterns</p> <p><b>Session 3 – Introducing notation</b>  Kapow Year 2 Pitch: Lesson 3  Exploring musical notation by using three horizontal lines to represent low, middle and high notes as the children learning to read, play and sing 'Once a Man Fell in a Well'.</p> <p><b>Session 4 – Instrumental pitch practice</b>  Kapow Year 2 Pitch: Lesson 4  Listening to, singing and playing the phrases of a song, matching finger movements to specific musical notes to ensure correct pitch.</p> <p><b>Session 5 – Writing musical notation</b>  Kapow Year 2 Pitch: Lesson 5  Learning how to represent high and low sounds using notation on three horizontal lines, collaboratively playing and singing a song.</p>					



YEAR: 2 TERM: Spring 2

TITLE: African call and response song (Theme: Animals)

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<b>REVISION / REMIND / REVISIT - Work in year 2 on singing expressively / playing tuned and un-tuned instruments / key vocabulary in Y1 &amp; 2</b>	<p><b>NC LINKS</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Timbre</li> <li>Dynamics</li> <li>Tempo</li> <li>Call and response</li> <li>Rhythm</li> <li>Structure</li> </ul>	<p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>Creating different timbre (sounds), such as animals, by changing tempo and dynamics, using voice and the same instrument.</li> <li>Clapping back and copying in time, a simple rhythm clapped to me and in time with the music.</li> <li>Children can perform and create a call and response song and rhythms with actions and record the structure in the right order.</li> <li>Children can play their composition using a simple rhythm on an untuned percussion instrument.</li> </ul> <p><b>Knowledge Acquired</b></p> <ul style="list-style-type: none"> <li>To recognise suitable instruments to represent different animals.</li> <li>To understand and discuss music I hear and what it makes me think of.</li> <li>I know what 'call and response' means and that is it a feature of African music.</li> </ul>	<ul style="list-style-type: none"> <li>Children undertake an African safari, learning about animal sounds and investigate ways to replicate them with their voices and instruments.</li> <li>All children will experiment with creating animal 'call and response' patterns.</li> <li>All children will compose a simple 'call and response' rhythm on an untuned percussion instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular link: Children will be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Children will be able to give feedback to their classmates about their performances.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>To recognise simple notation and understand that notation and beat represent music.</li> </ul>			
<p><b>ASSESSMENT CRITERIA:</b>          Accompany a chant or song by clapping or playing the pulse or rhythm          Play instruments in different ways and create sound effects.</p>		<p><b>SUGGESTED TIME FRAME</b>          At least 5 hour sessions.</p>		
<p><b>SUGGESTED SEQUENCE OF LESSONS</b></p> <p><b>Session 1 - Animal Sounds</b>          Kapow Year 2 Call and response: Lesson 1          Listening to the sounds of some animals that can be found on safari and using instruments to replicate them.</p> <p><b>Session 2 - Sound pattern safari</b>          Kapow Year 2 Call and response: Lesson 2          Using voices to imitate the sounds of animals and learning to clap back animal sound patterns in time to the music.</p> <p><b>Session 3 - Call and response</b>          Kapow Year 2 Call and response: Lesson 3          Practising sound patterns from Lesson 2 in a 'call and response' structure.</p> <p><b>Session 4 - Instrumental response</b>          Kapow Year 2 Call and response: Lesson 4          Inventing original call and responses representing animals.</p> <p><b>Session 5 - Dynamics performance</b>          Kapow Year 2 Call and response: Lesson 5          Performing call and response chants, using musical instruments with varying dynamics.</p>				



**YEAR: 2 TERM: Summer 2**

**TITLE: Singing (Theme: On this island)**

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
<b>REVISION / REMIND / REVISIT - Previous performing skills for nativity in Y1 / key vocabulary and performance using voices and instruments in Y2</b>	<p><b>NC LINKS</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Dynamics</li> <li>Pitch</li> <li>Structure</li> <li>Texture</li> <li>Timbre</li> <li>Tempo</li> <li>Duration</li> <li>Inspiration</li> <li>Composition</li> <li>Phrase</li> </ul>	<p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>To sing a song and perform confidently and accurately.</li> <li>To create a musical soundscape as part of a group, finding multiple ways of making the same sound and adding structure.</li> <li>To use musical vocabulary to describe music heard and played.</li> </ul> <p><b>Knowledge Acquired</b></p> <ul style="list-style-type: none"> <li>To learn about the music of the British Isles and create music of our own.</li> <li>To use musical vocabulary to talk about the music heard.</li> <li>To know multiple ways of making the same sound.</li> <li>To know how to improve a group composition and evaluate my own composition.</li> </ul>	<ul style="list-style-type: none"> <li>Children will write a soundscape which takes them on a journey through Britain, from the seaside to the countryside to the city.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the changes in the British Isles and learn about and appreciate the music of the British Isles.</li> </ul>	<p>Children perform their group performances to the other groups in their class.</p>
	<p><b>ASSESSMENT CRITERIA:</b></p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Respond to changes in dynamics and tempo in a group performance.</p>	<p><b>SUGGESTED TIME FRAME</b></p> <p><b>5 sessions</b></p>			

<p>Listen with concentration, understand and appreciate various genres of music.</p>	
<p><b>SUGGESTED SEQUENCE OF LESSONS</b></p> <p><b>Session 1 - Seaside sounds</b>  Kapow Year 2 Singing: Lesson 1  Learn to sing a traditional British folk song, 'My Bonnie Lies Over the Ocean'.</p> <p><b>Session 2 - Countryside sounds</b>  Kapow Year 2 Singing: Lesson 2  Children will learn to sing a traditional folk song, 'Lavender's Blue'.</p> <p><b>Session 3 - City Sounds</b>  Kapow Year 2 Singing: Lesson 3  Singing and creating actions for a song ('London Bridge is Falling Down'), representing a city environment.</p> <p><b>Session 4 - Structured soundscape</b>  Kapow Year 2 Singing: Lesson 4  Children will work in groups to choose a setting (seaside, countryside or city) and start composing a piece of music for it.</p> <p><b>Session 5 - Performing a composition</b>  Kapow Year 2 Singing: Lesson 5  Children will compose a piece of music that takes them on a journey through Britain, from the seaside to the countryside to the city.</p>	