



YEAR: 2

TERM: Autumn 1

TITLE: Musical Me

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.	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Rhythm Pulse Dynamics Timbre Beat Melody Notation 	<p>Skills Developed</p> <ul style="list-style-type: none"> Children can take part in a class performance, singing and playing the pulse using their instrument at the same time. To copy back a rhythm at the right dynamic and to use an instrument to play the rhythm of a song without singing. To change the dynamics and timbre in their performance to alter the emotion of the song. To play a melody (tune) from letter notation and use it to write their own melody. To help create a piece of music in a group. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To suggest how to make different sound effects of a song. 	<ul style="list-style-type: none"> Children will experiment with changing dynamic and timbres to show emotions. Children will compose a piece of music in groups. 	<ul style="list-style-type: none"> Understand that composers use different dynamics and timbres to show different emotions in their music and use this to make their compositions more interesting. 	<p>Children to perform their pieces as part of Collective Worship</p>

		<ul style="list-style-type: none"> • To understand that all instruments have their own timbre. • To know that melodies (tunes) can be written down using letters and is called 'letter notation'. 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> ▪ Children can accompany a chant or song by clapping or playing the pulse or rhythm. ▪ Children can respond to changes in dynamics and tempo in a group performance. ▪ Children can play instruments in different ways and create sound effects. 		<p>SUGGESTED TIME FRAME At least 5 hours/sessions, plus time for rehearsal.</p>			
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Once a man fell in a well Kapow Year 2 Musical Me Lesson 1</p> <ul style="list-style-type: none"> • Children will learn to sing 'Once a man fell in a well' and use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class. <p>Session 2 - Dynamics and timbre Kapow Year 2 Musical me Lesson 2</p> <ul style="list-style-type: none"> • Children will begin to understand that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music; pupils experiment by singing 'Once a man fell in a well' in different ways. <p>Session 3 - Melody Kapow Year 2 Musical me Lesson 3</p> <ul style="list-style-type: none"> • Children will learn that letter notation is used to record the names of the notes and the order in which they are to be played; using this understanding the children play a song using tuned percussion instruments and practice performing in time as a class. <p>Session 4 - My own melody Kapow Year 2 Musical me Lesson 4</p> <ul style="list-style-type: none"> ▪ Children create a melody of their own, first making up their music, and then writing it down using letter-name notation. <p>Session 5 - Group composition</p>					

Kapow Year 2 Musical me Lesson 5

- Working in groups, children compose a piece of music that uses dynamics and timbre to reflect an emotion, first choosing and playing their instruments and then making decisions about the structure and sound of the piece before rehearsing and performing.



YEAR: 2 TERM: Spring 1

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

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

	<ul style="list-style-type: none"> To recognise simple notation and understand that notation and beat represent music. 			
<p>ASSESSMENT CRITERIA: Accompany a chant or song by clapping or playing the pulse or rhythm Play instruments in different ways and create sound effects.</p>		<p>SUGGESTED TIME FRAME At least 5 hour sessions.</p>		
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Going on safari Kapow Year 2 African call and response song Lesson 1</p> <ul style="list-style-type: none"> After listening to the sounds of Africa's most notorious animals, children will use instruments to replicate the sounds, experimenting with the variations of timbre. <p>Session 2 - Rhythmic safari Kapow Year 2 African call and response song Lesson 2</p> <ul style="list-style-type: none"> Children will listen to African folk music while going on safari around the classroom, using voices to imitate the sounds of the animals they meet, and learning to clap back animal rhythms in time to the music. <p>Session 3 - The safari call Kapow Year 2 African call and response song Lesson 3</p> <ul style="list-style-type: none"> The rhythms from Lesson 2 are broken up into a 'call and response' structure, with pupils singing the 'response' and learning a traditional African call and response song called 'Che Che Kule'. <p>Session 4 - The safari response Kapow Year 2 African call and response song Lesson 4</p> <ul style="list-style-type: none"> Children will be given examples of 'calls' to which they beat the 'response', using an instrument; they then work together to invent their own animal call and responses, recording their notations. <p>Session 5 - The safari event Kapow Year 2 African call and response song Lesson 5</p>				

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| | <ul style="list-style-type: none">• Using musical instruments to play their call and response songs from Lesson 4, pupils focus on improving the sounds they make by varying the dynamics, finishing the lesson by performing to their peers. |
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YEAR: 2 TERM: Spring 2

TITLE: On this island: British songs and sounds

REVISION / REMIND / REVISIT - Previous performing skills for nativity in Y1 / key vocabulary and performance using voices and instruments in Y2	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Dynamics Pitch Structure Texture Timbre Tempo Duration Inspiration Composition 	<p>Skills Developed</p> <ul style="list-style-type: none"> To sing a song and perform confidently and accurately. To create a musical soundscape as part of a group, finding multiple ways of making the same sound and adding structure. To use musical vocabulary to describe music heard and played. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To learn about the music of the British Isles and create music of our own. To use musical vocabulary to talk about the music heard. To know multiple ways of making the same sound. To know how to improve a group composition and evaluate my own composition. 	<ul style="list-style-type: none"> Children will write a soundscape which takes them on a journey through Britain, from the seaside to the countryside to the city. 	<ul style="list-style-type: none"> Understanding the changes in the British Isles and learn about and appreciate the music of the British Isles. 	<p>Children perform their group performances to the other groups in their class.</p>
ASSESSMENT CRITERIA:			SUGGESTED TIME FRAME 5 sessions		

<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>Listen with concentration, understand and appreciate various genres of music.</p>	
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - British seaside sounds Kapow Year 2 On this island: British songs and sounds Lesson 1</p> <ul style="list-style-type: none"> Learn about the music of the British Isles and learn to sing 'My Bonnie lies over the ocean'. <p>Session 2 - Countryside sounds Kapow Year 2 On this island: British songs and sounds Lesson 2</p> <ul style="list-style-type: none"> Children will perform a countryside soundscape after singing 'Lavender's Blue' <p>Session 3 - Sounds of the city Kapow Year 2 On this island: British songs and sounds Lesson 3</p> <ul style="list-style-type: none"> Children will sing 'London Bridge is falling down' and try to recreate the sounds they might hear in the city. <p>Session 4 - Structured soundscape Kapow Year 2 On this island: British songs and sounds Lesson 4</p> <ul style="list-style-type: none"> Children will work in groups to choose a setting for which to compose their piece of music. <p>Session 5 - Journey through Britain Kapow Year 2 On this island: British songs and sounds Lesson 5</p> <ul style="list-style-type: none"> Children will compose a piece of music that takes them on a journey through Britain, from the seaside to the countryside to the city. 	