

<p><b>Year 2</b> <b>Music</b> <b>Autumn 1</b> <b>African call and response song</b></p>	
<p><b>Previous learning</b></p>	
<p><b>Vocal and body sounds (Theme: By the sea)</b>          Create movements that match the music, explaining why they are moving in that way.          Identify descriptive sounds within the music.          Recreate and then adapt descriptive sounds heard using their voice or body.          Make appropriate instrument choices to represent a descriptive sound.          Control instruments and voices to make both quiet and loud sounds.          Follow simple instructions during a group performance.          Create their own graphic score and play from it.          Make more than one sound on their instrument and with their voice.</p> <p><b>In this unit the children will learn to:</b>          Use tempo, dynamics and timbre in their piece.          Play in time with their group.          Use instruments appropriately.          Successfully sing back the melody line in time and at the correct pitch.          Play either a call and/or response role in time with another pupil.          Perform their composition.</p>	
<p><b>Substantive Knowledge in Music</b></p>	<p><b>Disciplinary knowledge in Music</b></p>
<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music..</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own</p>

	<p>work.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>
Lesson 1	<p><b>Going on safari</b></p> <ul style="list-style-type: none"> <li>To create short sequences of sound.</li> </ul>
Lesson 2	<p><b>Rhythmic safari</b></p> <ul style="list-style-type: none"> <li>To copy a short rhythm.</li> </ul>
Lesson 3	<p><b>Call and response</b></p> <ul style="list-style-type: none"> <li>To learn a traditional song from Ghana.</li> </ul>
Lesson 4	<p><b>Rhythmic response</b></p> <ul style="list-style-type: none"> <li>To create rhythms based on call and response.</li> </ul>
Lesson 5	<p><b>The safari event</b></p> <ul style="list-style-type: none"> <li>To add dynamics (volume) to a structure of rhythms</li> </ul>
<b>Vocabulary</b>	
Timbre, dynamics, tempo, call and response, rhythm, structure	

<p><b>Year 2</b>  <b>Music</b>  <b>Autumn 2</b>  <b>Orchestral instruments</b></p>
<p><b>Previous learning</b></p>
<p><b>African call and response song</b>  Dynamics can change the effect a sound has on the audience.  Long and short sounds of a spoken phrase can be represented by a rhythm.</p>

Understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.  
 Understand that the tempo of a musical phrase can be changed to achieve a different effect.  
 Understand that an instrument can be matched to an animal noise based on its timbre.

**In this unit the children will learn to:**

- Make plausible descriptions of the music.
- Identify a few instruments and the sounds of different sections of the orchestra.
- Explain what is happening in the music using language relating to emotion.
- Create a piece of music with some appropriate tempo, dynamic and timbre changes.
- Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.
- Perform confidently using appropriate instrumental sounds.

Substantive Knowledge in Music		Disciplinary knowledge in Music
<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>		<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music..</p> <p>Beginning to suggest improvements to their own work.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>
Lesson 1	<b>The Three Bears</b>	
	<ul style="list-style-type: none"> <li>● To listen to and analyse an orchestral version of a traditional story</li> </ul>	
Lesson 2	<b>The Snow Queen</b>	
	<ul style="list-style-type: none"> <li>● To listen to and analyse a film musical version of a traditional story</li> </ul>	
Lesson 3	<b>Little Red Riding Hood</b>	
	<ul style="list-style-type: none"> <li>● To select appropriate sounds to match events, characters and feelings in a story</li> </ul>	

Lesson 4	<b>Jack and the Beanstalk</b>
	<ul style="list-style-type: none"> <li>To write a play script and select appropriate musical sounds to accompany it</li> </ul>
Lesson 5	<b>Super storytellers</b>
	<ul style="list-style-type: none"> <li>To perform a story script with accompanying music</li> </ul>
<b>Vocabulary</b>	
Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo	

<b>Year 2</b> <b>Music</b> <b>Spring 1</b> <b>Musical me</b>	
<b>Previous learning</b>	
<b>Orchestral instruments</b> Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.	
<b>In this unit children will learn:</b> Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.	
<b>Substantive Knowledge in Music</b>	<b>Disciplinary knowledge in Music</b>
To understand that 'melody' means a tune.	Recognising timbre changes in music they listen to.
To know that 'notation' means writing music down so that someone else can play it.	Recognising structural features in music they listen to.
To understand that 'accompaniment' can mean playing instruments along with a song.	Beginning to use musical vocabulary to describe music.
To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	Identifying melodies that move in steps.
	Listening to and repeating a short, simple melody by ear.

	<p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music..</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>
Lesson 1	<p><b>Once a man fell in a well</b></p> <ul style="list-style-type: none"> <li>To sing and play an instrument at the same time.</li> </ul>
Lesson 2	<p><b>Dynamics and timbre</b></p> <ul style="list-style-type: none"> <li>To choose and play appropriate dynamics and timbres for a piece of music.</li> </ul>
Lesson 3	<p><b>Melody</b></p> <ul style="list-style-type: none"> <li>To use musical notation to play melodies.</li> </ul>
Lesson 4	<p><b>My own melody</b></p> <ul style="list-style-type: none"> <li>To use letter notation to write my own melody.</li> </ul>

Lesson 5	<b>Group composition</b>
	<ul style="list-style-type: none"> <li>To use timbre and dynamics in musical composition.</li> </ul>
<b>Vocabulary</b>	
Rhythm, pulse, dynamics, timbre, beat, melody, notation	

<b>Year 2</b> <b>Music</b> <b>Spring 2</b> <b>Dynamics, timbre, tempo and motifs</b>	
<b>Previous learning</b>	
<b>Musical me</b> Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.	
<b>In this unit the children will learn to:</b> Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.	
<b>Substantive Knowledge in Music</b>	<b>Disciplinary knowledge in Music</b>
To know that a 'soundscape' is a landscape created using only sounds.  To know that a composer is someone who creates music and writes it down.  To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	Recognising timbre changes in music they listen to.  Recognising structural features in music they listen to.  Listening to and recognising instrumentation.  Beginning to use musical vocabulary to describe music.  Suggesting improvements to their own and others' work.  Selecting and creating longer sequences of appropriate sounds with voices or instruments to

	<p>represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music..</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>
Lesson 1	<p><b>Space soundtrack</b></p> <ul style="list-style-type: none"> <li>• To create a simple soundscape for effect</li> </ul>
Lesson 2	<p><b>Listening to space</b></p> <ul style="list-style-type: none"> <li>• To listen for and recognise some basic elements of music</li> </ul>
Lesson 3	<p><b>Comparing planets</b></p> <ul style="list-style-type: none"> <li>• To compare two pieces of music</li> </ul>
Lesson 4	<p><b>Planet motif</b></p> <ul style="list-style-type: none"> <li>• To be able to create short sequences of sound</li> </ul>
Lesson 5	<p><b>Journey to space</b></p> <ul style="list-style-type: none"> <li>• To be able to create short sequences of sound and perform with accuracy</li> </ul>
<b>Vocabulary</b>	
Soundscape, timbre, dynamics, tempo, motif	

**Year 2**  
**Music**  
**Summer 1**  
**On this island: British songs and sounds**

**Previous learning**

**Dynamics, timbre, tempo and motifs**

Use their voice to create a variety of sounds.  
 Use dynamics to create atmosphere.  
 Correctly identify some instruments and changes in dynamics in a piece.  
 Explain how the same instrument can have many different sounds.  
 Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.  
 Successfully create and play a motif.  
 Notate and write down their motif in some form.

**In this unit the children will learn:**

Sing, play and follow instructions to perform as a group.  
 Describe music using simple musical vocabulary.  
 Explore multiple ways of making the same sound.  
 Represent the same sound in different ways.  
 Describe how they have adapted a sound using musical vocabulary.  
 Contribute musically to a final performance.  
 Create a piece that clearly represents a particular environment.  
 Extend a piece of music so that it represents three distinct environments.

**Substantive Knowledge in Music**

**Disciplinary knowledge in Music**

To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.

To know that 'duration' means how long a note, phrase or whole piece of music lasts.

To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

Listening to and recognising instrumentation.

Beginning to use musical vocabulary to describe music.

Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.

Successfully combining and layering several instrumental and vocal patterns within a given structure.

Choosing appropriate dynamics, tempo and timbre for a piece of music..

Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).

Singing short songs from memory, with melodic and rhythmic accuracy.

Performing expressively using dynamics and timbre to alter sounds as appropriate.

Lesson 1

**British seaside sounds**

- To learn about the music of the British Isles



Lesson 2	<b>Countryside sounds</b>
	<ul style="list-style-type: none"> <li>To learn about the music of the British Isles and create music of our own</li> </ul>
Lesson 3	<b>Sounds of the city</b>
	<ul style="list-style-type: none"> <li>To learn about the music of the British Isles and create music of our own</li> </ul>
Lesson 4	<b>Structured soundscape</b>
	<ul style="list-style-type: none"> <li>To compose a piece of music as part of a group</li> </ul>
Lesson 5	<b>Journey through Britain</b>
	<ul style="list-style-type: none"> <li>To evaluate and improve a group composition</li> </ul>
<b>Vocabulary</b>	
Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre	

<b>Year 2</b> <b>Music</b> <b>Summer 2</b> <b>Myths and legends</b>
<b>Previous learning</b>
<p><b>On this island: British songs and sounds</b>  Sing, play and follow instructions to perform as a group.  Describe music using simple musical vocabulary.  Explore multiple ways of making the same sound.  Represent the same sound in different ways.  Describe how they have adapted a sound using musical vocabulary.  Contribute musically to a final performance.  Create a piece that clearly represents a particular environment.  Extend a piece of music so that it represents three distinct environments.</p> <p><b>In this unit the children will learn:</b>  Create rhythms and arrange them in a particular order or structure.  Identify the structure of a piece of music and write it down.  Describe whether a musical texture is thick or thin.  Explore ways of writing down different textural layers.  Follow a given structure for a composition.  Write a structure score accurately.  Compose music with several layers.  Perform their composition accurately, following the structure score.</p>

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that a graphic score can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music..</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>
Lesson 1	<p><b>Rhythm and structure</b></p> <ul style="list-style-type: none"> <li>To create a rhythm</li> </ul>
Lesson 2	<p><b>Structured graphic score</b></p> <ul style="list-style-type: none"> <li>To show structure on a graphic score</li> </ul>
Lesson 3	<p><b>Layered graphic score</b></p> <ul style="list-style-type: none"> <li>To write a graphic score to show texture</li> </ul>
Lesson 4	<p><b>Lesson 4: Compose with structure</b></p> <ul style="list-style-type: none"> <li>To compose a piece of music with a given structure</li> </ul>
Lesson 5	<p><b>Lesson 5: Rehearse and perform</b></p>

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|  | <ul style="list-style-type: none"><li>• To perform a group composition</li></ul> |
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<b>Vocabulary</b>
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Beat, compose, composition, dynamics, graphic, score, legend, melody, myth, notation, pitch, rhythm, stave, notation, structure, tempo
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