

National Curriculum Link:

Music Programmes of Study

Enrichment:

Harvest Festival, Remembrance, Christmas

Prior Learning:

Year 1 objectives

Key Essential Skills and knowledge:

Vocal Development

- I can identify the difference between a speaking and singing voice.
- I can speak rhythmically in time with the beat.
- I can move my voice to follow a voice movement pathway.
- I can distinguish between high & low.

Rhythmic Development

- I can maintain a steady pulse/beat with movement, body percussion & untuned percussion - to a variety of rhymes, songs, styles & time signatures.
- I can recognise beat or word/syllabic rhythms.
- I can perform copy-cat/ word-syllabic rhythms.

Instrumental Development

- I can use percussion sounds for storytelling.
- I can use body percussion to maintain beat.
- I can use body percussion to perform word/syllabic rhythms and ta & titi patterns.
- I can identify a range of untuned percussion by sight & sound.

Enhance/Improve/Compose

- I can identify & apply fast/slow tempos (speed of beat).
- I can identify & apply loud/soft dynamics (volume).
- I can identify smooth/short-detached articulation.
- I can create musical sound effects & short sequences of sound & classroom instruments to tell a story.

Listening Development

- I can identify same & different.
- I can demonstrate an understanding of and identify verse/chorus.
- I can identify known Nursery Rhymes from melody.

Sticky Knowledge:

- To be able to confidently move their voices.
- To accurately identify high and low pitch.
- To maintain a steady beat.
- To accurately perform words-syllabic rhythms & copy-cat patterns.
- To confidently identify and apply fast, slow, loud, soft, smooth and detached.

Vocabulary:

La
Cuckoo or nee-naw
Interval
Rhythmic speech

Sa
Rhythm names
Derive
Notate

Keys
Mallet/beaters
Metallophone

Allegro/Adagio
Forte/Piano
Verse/Chorus
Visual image

Content:

- Singing in every lesson
- Movement linked to pulse
- Playing instruments
- Listening
- Experimenting and creating

Thinking Deeper:

Using the knowledge given to listen to different repertoire and identify key characteristics

Possible books/resources:

Puppets, YouTube Videos, Picture books, instruments, toys, flash cards

Links:

Subject Specific links – geography –world knowledge/music; English -oral discrimination and listening, lyric writing/poetry; maths- patterning, fractions; science-sound production; history-music genres & periods in history; P.E.-co-ordination; RE-festivals & celebrations.

Personal development – performance, confidence, self-esteem & teamwork.

SMSC – Mental wellbeing

Cultural Capital – Festivals, National & World events.

British Values –Mutual Respect – turn-taking, listening, constructive criticism.

Equality – Inclusion- men and women in musical opportunities

Independence – Solo performance

Community – Sharing & performance to parents and the local community.

Outdoor learning – outdoor sound discrimination, soundscapes.

National Curriculum Link:
Music Programmes of Study

Enrichment:
Easter, Sing Up (Year dependant)

Prior Learning:
Year 1 objectives

Key Essential Skills and knowledge:

Vocal Development

- I can pitch-match so-mi interval in songs & call & response.
- I can show melodic contour (shape).
- I can use solfege hand-signs for so-mi.
- I can follow pictures & symbols for changing pitch.

Rhythmic Development

- I can derive & notate ta & ti-ti simple time rhythms of known songs with stick notation.
- I can perform ta & ti-ti in rhythm names of known songs.
- I can identify Z -sa/ ta rest in known songs.

Instrumental Development

- I can play untuned percussion with correct technique.
- I can identify the difference between untuned and tuned percussion.
- I can play a drone on tuned percussion.

Enhance/Improve/Compose

- I can create new versions of known songs.
- I can use graphic notation to represent created sounds – exploring & inventing own symbols.
- I can improvise vocal chants using question & answer phrases.

Listening Development

- I can continue to identify known Nursery Rhymes from melody.
- I can continue to discuss how a piece of (Topic focused) music makes me feel and why.

Sticky Knowledge:

- To pitch-match so-mi interval.
- To confidently show melodic shape & and use correct solfege hand-signs.
- To accurately follow picture representation for changing pitch.
- To accurately perform, derive & notate ta & titi rhythms.
- To demonstrate untuned percussion technique for focus instruments.
- To create new versions of known songs.
- To confidently question & answer phrases.
- To express how music makes me feel.

<p>Vocabulary: Solfege hand-signs In tune Music staff</p>	<p>Crotchet Paired-quavers Crotchet rest</p>	<p>Keys Mallet/beaters Metallophone</p>	<p>Legato/Staccato Improvisation Verse/Chorus Visual image</p>
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