

Music – Year 2

Content

Big Questions

Autumn 1: Who is more important: the singers or the audience?

Autumn 2: Can different instruments create different moods?

Spring 1: Does the structure of music matter?

Summer 1: Is it always better to play at a faster tempo?

Summer 2: Do songs share a structure?

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ul style="list-style-type: none"> ▪ Become familiar with some musical elements and use these to say what they like and dislike about a piece. ▪ Describe how music makes them feel and why certain instruments may have been used. ▪ Represent ideas through symbols and basic standard notation. ▪ Perform with others and using individual voices in different ways. ▪ Sing small repeated phrases, paying attention to the dynamics. ▪ Follow a simple piece of rhythmic notation. 	<ul style="list-style-type: none"> ▪ Children can explain what they like or dislike about music by talking about the pitch, tempo and structure of the piece. ▪ To discuss why certain instruments have been chosen to create a mood/impact on the audience. ▪ Children can listen to music and name some percussion and string instruments that they can hear. ▪ Children can use stick or dot notation to represent their ideas. ▪ Children can follow simple rhythmic notation. ▪ Children can perform confidently in their own ability, paying attention to dynamics ▪ Children can play the ocarina with a growing accuracy -tonguing, fingering and following direction from a conductor. 	<p><u>Term 1</u> songs practice voice performance</p> <p><u>Term 2</u> introduction verse chorus instruments tempo guitar movement</p>	<p><u>Term 1</u> parts project balance</p> <p><u>Term 2</u> hook mood emotions</p>	<p><u>Term 1</u> rehearse lyrics pulse quality</p> <p><u>Term 2</u> pulse structure viola violin cello double bass harp banjo</p>

		<u>Term 3 & 5</u> ocarina performance perform note pattern <u>Term 6</u> voice perform warm-up direction verse chorus	<u>Term 3 & 5</u> compose conductor symbols combine fluent <u>Term 6</u> accurate technique cue	<u>Term 3 & 5</u> rhythm melody pitch tempo fingerling tonguing <u>Term 6</u> pitch tempo project accurate conductor
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Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p><u>Term 1 – Harvest Performance (Who is more important: the singers or the audience?)</u></p> <p><u>Lesson 1: LO – To know the songs to rehearse.</u> songs, rehearse, practice</p> <p><i>Introduce key songs to children that they will be learning for Nativity. Ensure they listen to the songs first and repeat the words in a spoken manner (My Turn/Your Turn). This will support with pronunciation of words and understanding the meaning.</i></p> <p><u>Discuss how the songs make you feel.</u></p> <p><u>Lesson 2: LO – To understand the parts of the songs.</u> parts, lyrics, rehearse</p> <p><i>Begin to break the songs down into reasonable parts to rehearse. Ensure not too big to prevent confusion and/or lack of quality. Lots of My Turn/Your Turn. Repeat and rehearse regularly to embed understanding and confidence.</i></p> <p><u>Lesson 3: LO – To know how to sing together in time.</u> rehearse, pulse</p> <p><i>Children to know that in order to sing together in time, they have to be able to hear the pulse and listen to each other too. Be sure to stop the children if rushing or not keeping in time with the pulse of the music singing along to. Re-model and rehearse key sections to practice this.</i></p>	<p><i>To understand how symbols represent playing beats and the duration of notes and to use these to compose and to read music to be able to perform</i></p> <p><i>To be able to sing collectively with an awareness of the audience</i></p> <p><i>To know how to compose using basic improvisation</i></p> <p><i>To know how to follow cues from a conductor</i></p> <p><i>To follow octopix to be able to finger notes correctly on the ocarina to apply these within performances</i></p>

Reflect on the difference between singing on your own and in a group. How does it make you and the audience feel?

Lesson 4: LO – To understand how to project our voices clearly.

voice, project, balance

Explain to children that there is a difference between projecting our voices and shouting – it is important to get a balance. Model to the children so they can see a difference. Ensure children understand why it is important to project our voices during performances. Rehearse and repeat key parts to embed understanding and confidence.

Lesson 5: LO – To know how to rehearse ready for a performance.

rehearse, performance, project, quality

Continue rehearsal routine and preparation for performance. Highlight key areas to improve/practice – particularly actions, projecting voices and singing clearly with confidence. Discuss the audience with the children – how do you want them to feel when listening/watching?

Term 2 – Listening & Appraising (Can different instruments create different moods?)

Lesson 1: LO – To understand the structure of music.

structure, introduction, verse, chorus

Children to know that structure is the order that different parts of the songs are played in. Introduce the vocabulary introduction, verse and chorus and explain to children that the chorus of the song often repeats over and over. Rememberable songs have catchy choruses, or a phrase called a 'hook'. Popular songs all have hooks because we can't stop singing them. A hook is a chorus or phrase that repeats in the song. Allow children time to explore 'Black & White' by Michael Jackson to identify parts of the structure. Children should comment on their thoughts on the introduction and chorus – does it have a hook? Is it a catchy song, why? Children to identify when the introduction starts/finishes and what the chorus/hook is.

Lesson 2: LO – To know how pitch, tempo and structure can express feelings.

pitch, tempo, structure, hook

Children to recall the definitions of pitch, tempo and structure. Using 'Black & White' by Michael Jackson as a starting point, discuss how the tempo and pitch can impact feelings and emotions. Develop this further to structure and discuss how the hook repeats very quickly – does this have an impact on how it expresses emotions? Children to comment on how these musical elements create/express feelings amongst listeners. Compare with 'At Last' by Etta James.

Reflect on the emotions you feel while listening to the different pieces of music.

Lesson 3: LO – To understand how instruments are used to create a mood.

Instruments, mood, emotions

Children to know that instruments are used for a purpose – to create a particular mood. Children to observe instruments being played as part of a performance (The Circle of Life – Lion King Oliver Awards). What instruments can they see? Children to comment on the musical elements (pitch/tempo) and what mood the instruments create. What mood does the whole piece create when all the instruments come together, playing at the same time?

What instrument makes you the happiest?

Lesson 4: LO – To know the string instrument family.

viola, violin, cello, double bass, guitar, harp, banjo

Children to know that string instruments are instruments that are strummed by the musician to create a sound. The sound is created through vibrations when the strings are played in some manner. Allow children time to explore some examples of viola, violin, cello and double bass. Introduce further names (guitar, harp, banjo). Explain to children that piano can be included in this section due to the piano having strings. The piano is also a percussion instrument because you still have to hit/tap the keys to create the sound. Children to be able to identify the instruments. Show children 'Dance of the Sugar Plum Fairy' being played by live musicians (video link).

Lesson 5: LO – To understand the difference between string instruments.

viola, violin, cello, double bass, guitar, harp, banjo

Children to begin to identify differences between string instruments and link to some musical elements. Children should know that viola is the smallest in size and the double bass is the biggest in size. Usually, musicians sit to play the viola, violin and cello – musicians stand to play the double bass because of its size. Show children examples of them being played again; link to some elements of music – e.g. viola (highest pitch)/ double bass (lowest pitch). Discuss tempo with some of these instruments – are some played faster or slower than others?

Lesson 6: LO – To know how to move to music at an appropriate tempo.

pulse, tempo, movement

Recall the meaning of pulse – children to explain how to find the pulse (Y1 retrieval). Children should know that pulse can differ depending on the tempo of the song – use 'Black & White' by MJ to find the pulse and then move to the music at an appropriate tempo. Discuss how we can create different movements (inc. dance) – demonstrate how it is important to keep in time with the beat (pulse) with our movements. Children can create short routines (inc. dance) to move appropriately to the tempo of the music.

Term 3 – Ocarina (Does the structure of music matter?)

Lesson 1: LO – To know how to play new notes correctly.

ocarina, fingering, tonguing,

Children to know how to play simple notes (use/take from 'Ocarina from the Beginning' book initial pages). Recall appropriate technique and how to create a clear sound (retrieval Y1).

Model this to the children. Explain to children that in order to play certain notes, the correct fingering and tonguing techniques are required. Model this to the children; use My Turn/Your Turn. Group the children accordingly so those that require further support have access to it. Allow time for children to practice playing the note(s) – challenge those more able.

Lesson 2: LO – To understand how to play simple phrases.

melody, tempo, pitch

Using Twinkle, Twinkle (Ocarina from the Beginning book) children are separated into small groups. Each group will learn/practice the correct fingering and tonguing notes for a short phrase of the song 'Twinkle, Twinkle'. Once this has been practiced in groups, the class can

play their phrases one after the other in their groups to play the full tune. Phrases using the correct technique including fingering should be modelled to the children. Children to know how to play short phrases confidently using this tune.

Reflect on how the sound of the ocarina makes you feel.

Lesson 3: LO – To know how to play a new tune.

performance, perform, rhythm

Children to know how to apply their knowledge of appropriate technique (inc. tonguing/fingering notes correctly) to play a tune. Using 'Ocarina from the Beginning' resource, children to learn the notes to play 'Kumbaya'. Break down into smaller chunks for children to build up confidence and this allows adult(s) to address misconceptions and provide key feedback on technique. Children could be split into smaller groups to support differing abilities. Allow time for children to rehearse and practice; re-model if necessary. Use visuals (from text) for children to have as support when playing – this allows children to ensure their technique is correct more independently.

Lesson 4: LO – To know how to keep in time.

rhythm, conductor, time

Children to understand the importance of playing in time like a band. Children to know that without keeping time, it is impossible to play all together at the same time. Start with simple, short phrases for children to respond with all together (copycat). Ensure children are responding with the copycat rhythms in time – adult leading. Develop this slowly by making it more challenging (e.g. change tempo/add further notes to make the phrase longer). The focus here is keeping in time rather than playing perfectly (although sound should be similar when playing together). Depending on progress, develop this to a tune learnt in previous lessons (Twinkle, Twinkle or Kumbaya).

Reflect on how their own musical sounds make them feel.

Lesson 5: LO – To know how to play using different tempos.

tempo, pitch, rhythm, symbols

Children to understand that the tempo of a piece of music can change creating a faster or slower pace (speed). Model to children how the ocarina can be played at different tempos. Use a simple phrase (or a single note) that children can copy to practice playing at different tempos too. Develop this by having visual cues that inform children to speed up or slow down and therefore, change the tempo. These could be written symbols, pictures, words (not necessarily musical symbols). This could be done as whole class (adult being the conductor) or carousel tables with different symbols at each station. Children could move around the room whilst playing and change tempo as they arrive at different stations around the room.

Term 5 – Ocarina (Is it always better to play at a faster tempo?)

Lesson 1: LO – To understand how to play as part of a group.

rhythm, fingering, tonguing

Recap appropriate technique and creating a clear sound. Remodel to children. Children to know that in order to play together, they have to listen carefully to each other as well as

following the music. Recap tunes learnt from last term – children to practice playing in pairs/threes.

Reflect on how playing the ocarina makes the audience feel.

Lesson 2: LO – To understand how to combine notes.

note, combine

Children to know that to combine something it means to put together more than one part. Identify two notes that children are comfortable with (from a tune played previously) – children to practice playing these individually before combining them one after the other smoothly. This adds fluency to a performance.

Lesson 3: LO – To understand how to play fluently between notes.

fluent, pitch, tempo, rhythm

Children to know that to play fluently means at the appropriate tempo and with confidence. Following on from the previous lesson, challenge the children to combine further notes one after the other (it is possible to use a tune learnt previously to start combining notes after each other in a fluent motion). Model to the children what fluent playing would look like and what it wouldn't look like. Allow time for children to practice; group accordingly for those children that require further support on technique. Ensure element of challenge for more able learners in this area.

Lesson 4: LO – To know how to identify ocarina notation.

pattern, note

Children to know how to read finger charts showing ocarina notation. Children will have used these to play songs already – the focus is being able to identify them visually and understand how the finger patterns create different notes.

Lesson 5: LO – To know how to perform using ocarina notation.

pitch, tempo, perform

Develop previous lesson by grouping the ocarina notation into short phrases to play with ocarinas. Link back to fluency of playing and ensuring they are playing confidently with fluency. Use ocarina finger charts to order into simple phrases to play. Develop further by challenging children to adapt musical elements when playing (e.g. different tempo).

Reflect on how learning to play an instrument helps in other parts of life.

Term 6 – Singing (Do songs share a structure?)

Lesson 1: LO – To know simple vocal warm-up techniques.

technique, warm-up, voice

Children to know the importance of warming up our voices before singing. Children to know that warming up our voices before singing allows us to sing more accurately and with a better sound. Use vowels and little rhymes to warm up our voices. Children should be stood when warming up and singing.

Lesson 2: LO – To understand how to pitch accurately.

pitch, accurate

Children to know that pitching is important when singing along to music. Without pitching accurately, the sound we create would not fit appropriately with the music being played. Use

'London's Burning' – listen carefully to the music and the voices. Practice pitching accurately – model this to the children.

Lesson 3: LO – To know how to follow directions from a conductor.

conductor, cue, direction

Children to know the importance of looking ahead when singing and following the conductor. Using 'Pop Goes the Weasel', practice singing in different ways. To begin, as a model, adult should have visual cues (key words) instructing children to respond to the cue and sing in a particular way (fast/slow tempo or loud/quiet). Develop into using symbols to represent the cues. Children could also sing 'in the style of a...' – the focus is following directions/cues. Allow children to lead where possible (conducting).

Discuss what impact the conductor has on a group of musicians.

Lesson 4: LO – To know how to sing short phrases independently.

verse, chorus, project

Children to know how to sing phrases independently with control. Using 'She'll Be Coming Around the Mountain' – model opening verse and sing together. Explain to children that the verses repeat but with different lyrics. Allow children to sing phrases independently and highlight the importance of keeping accurate pitch, singing at the correct tempo and projecting appropriately.

Lesson 5: LO – To know how to perform to an audience.

perform, project, voice

Children to know and create a singing performance toolkit for when performing to an audience. Using 'Oats & Beans' & 'Daddy's Taking Us to the Zoo', children to use their toolkit to practice, rehearse and perform one of these pieces. Preferably perform to an audience for real life experience of singing to an audience.

Reflect on how we want an audience after listening to our performance.

Concepts

Appraising

Experimenting

Expressing

Performing

Skills

Listening and Appraising

Composition

Musicianship

Singing

Performing/ Instrumental Performance

Pitch, tempo and structure are discussed by the pupils to describe their likes and dislikes and to explain how the music makes them feel.

Pupils can explain why the instruments are used to create the feeling/mood of the piece.

Create music in response to a non-musical stimulus.

Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

Pulse/Beat

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as

Sing songs regularly with increasing control.
Sing songs - pitching accurately.

Begin to perform with an awareness of the audience.

Ocarina:
(use the book Ocarina from the beginning)

<p>Pupils to listen to music and begin to identify some percussion and string instruments that they can hear.</p> <p>Pupils move to the music at an appropriate tempo.</p> <p>Use: At Last – Etta James Black or White – Michael Jackson Be Prepared – The Lion King The Circle of life – The Oliver Awards Lion King performance Dance of the Sugar Plum fairy – Tchaikovsky</p> <p>Live music experience: Travelling theatre company ballet The Nutcracker alternated on a two-year cycle with a string quartet visit</p>	<p>Use graphic representations to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>changes in tempo. Move in time to the beat of a piece of music or song</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>Reading music Recognise dot notation/stick notation to relate to the duration of notes.</p>	<p>Respond to visual directions</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Use: *London’s burning *Pop goes the weasel *She’ll be coming round the mountain when she comes *Oats and beans and barley grow *Harvest Samba *Daddy’ taking us to the zoo</p>	<p>Tongue and finger notes accurately with a steady flow of breath.</p> <p>Recap Y1 Pease pudding Twinkle twinkle Kumbaya London Bridge Frere Jacques (play in a round) Old Macdonald Row, row, row your boat 3 Blind mice</p>
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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.