

Year Two Music Long Term Planning

<p style="text-align: center;">Perform Singing/playing</p>	<p style="text-align: center;">Explore and Compose Playing and Exploring</p>	<p style="text-align: center;">Listen, Reflect and Appraise Creating and thinking critically</p>
<p>Using their Voices</p> <ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch • Sing words clearly and breathing at the end of phrases • Convey the mood or meaning of the song • Sing with a sense of control of dynamics and tempo • Echo sing a short melodic phrases • Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices • Follow a leader (teacher) starting and stopping together <p>Using instruments</p> <ul style="list-style-type: none"> • Play with control maintaining a steady beat/ getting faster or slower/ getting louder or quieter • Perform a repeated two note melodic ostinato to accompany a song • Perform a rhythm accompaniment to a song • Perform a sequence of songs using a graphic score • Work and perform in smaller groups • Follow a leader starting and stopping together 	<p>Exploring</p> <ul style="list-style-type: none"> • Ways in which sounds are made and can be changed • Changes in pitch • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Pitch shapes (moving up and down) and rhythmic patterns • Sequences of sound (structure) • Sounds in response to a stimulus (visual or aural) • How sounds can be manipulated to convey different effects and moods <p>Composing</p> <ul style="list-style-type: none"> • Short melodic phrases • Short repeated rhythmic patterns (ostinato) • Rhythm patterns from words • A piece of music that has a beginning, middle and end (structure) • Compose own sequence of sounds without help and perform • Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups • Music that conveys different moods 	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Listen with increased concentration • Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds • Recognise how sounds are made - tapping, rattling, scraping, lowing etc • Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) • Recognise and respond to different changes of speed tempo, dynamics and pitch • Respond through movement/dance to different musical characteristics and moods • Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created - such as the mood of the music being sad because it is played slowly and quietly.

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| <ul style="list-style-type: none">• Demonstrate some confidence in performing as a group and as an individual | | |
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Key words

Duration - steady beat, short and long sounds

Pitch - High and Low

Tempo - Fast and Slow

Dynamics - Loud and Quiet

Timbre - The tone and quality of the sound - rough smooth, spiky etc.

Structure - Phrases of a song and the overall plan of a piece - verse/chorus/verse

Ostinato - Repeated rhythmic pattern or melodic shape

Drone - Pitched note played continuously throughout a piece of music

Steady Beat - Regular pulse (in time)

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Score - A written form of musical composition

Phrase - Short section of a melody

Sequence - one after another

Graphic Score - Notation using pictures or symbols

Rhythm Pattern - A group of long and short sounds

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How we achieve this:

Singing assembly with whole school once a week which involves singing in unison and in parts for enjoyment and special assemblies such as Harvest, Christmas, Easter and end of term assemblies.

Listening to musicians in school that perform in singing assembly and end of term assemblies.

Christmas Performances and Class assemblies – At Christmas the whole of Key Stage 1 performs a simple Christmas play. This includes singing altogether and songs with actions and instruments by each individual class.

Class Assemblies – Each class performs an assembly for parents and the school that involves singing, speaking, showing work and playing instruments.

Class Time –

Phonic time songs with actions -sing loud/quiet voices and singing responses to questions sang by the teacher.

Action songs - often related to topic

Lessons related to the topic being taught involving composing, listening and performing.

Using instruments to create sound effects for stories.

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Extra Curricula Activities

Beginner recorder groups

Choir

Music lessons through Inspiring Music

Resources:

Sing up - sing up membership for the whole school giving access to songs, music, words and lesson plans.

Trolley of music instruments found in the music room

A variety of music to listen to related to each topic