



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 2

TERM: Autumn 2

Theme: Music in the Round and Christmas performance

National Curriculum:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Model Music Curriculum:

Singing

- Sing simple songs, **chants** and rhymes (e.g. *Boom Chicka Boom*) from memory, singing collectively and at the same **pitch**, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
- Begin with simple songs with a very small range, **mi-so**
- Sing a wide range of **call and response** songs, to control vocal pitch and to match the pitch they hear with accuracy.

Listening

- Understand of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listen to live performances.

Composing

- Improvise simple vocal chants, using **question and answer** phrases.
- Create musical sound effects and short **sequences** of sounds in response to stimuli. Combine to make a story.
- Understand the difference between creating a **rhythm** pattern and a **pitch** pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds.

Musicianship

Pulse/ Beat

- Walk, move or clap a steady **beat** with others, changing the speed of the beat as the **tempo** of the music changes.
- Use **body percussion**, (e.g. clapping, tapping, walking) and **classroom percussion** (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (**ostinati**) and short, pitched patterns on **tuned instruments** (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the **pulse** in recorded/live music through movement and dance

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns while keeping in time with a steady beat.
- Perform word-pattern chants, create, retain and perform their own rhythm patterns.

Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Context:

- Pupils can learn Christmas songs without backing music and sing alongside others
- Pupils will keep a steady beat with cues from teachers
- Pupils will have the opportunity to progress to the next level
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Concepts:

- Singing
- Listening
- Composing
- Performing
- Musicianship

New Vocabulary:

- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

Prior Knowledge:

- Pupils have learned in FS2 to sing songs as a group (in Maths, phonics) and during the Nativity performance
- Pupils have listened to and appraised music during Charanga lessons
- Pupils have explored making music using classroom instruments (e.g. percussion), using technology (2Simple) and by making their own instruments
- Pupils have learned to perform together as a group (e.g. during Christmas nativity performance) or in small groups or during Charanga lessons
- Pupils have started to use body percussion, such as tapping their knees, clapping their hands or tapping beats on classroom instruments (percussion, glockenspiels)

Future Knowledge:

- Pupils will continue to learn and sing songs as a group in preparation to attend the Music in the Round performance
- Pupils will listen to a range of music genres and be able to reflect on what they have heard, e.g. is the music high or low? Can they name an instrument that they recognise in the live musical performance? Can they comment on the tempo of songs?
- Pupils will experiment using body percussion and classroom percussion to create sequences of sounds
- Pupils will recap key vocabulary: pitch, pulse, rhythm, tempo, dynamics, classroom percussion, sequence, volume, confidence, ownership, audience, glockenspiel
- Pupils will learn key vocabulary: timbre

- Pupils have learned to sing songs as a group, remembering words and beat of a song.
- Pupils can sing alongside each other as a group.
- Pupils have learned to sing multiple songs for a performance (Music in the Round, Christmas performance).
- Pupils have sang songs with varying pitch, tempo and dynamics in year 1.
- Pupils have learned to sing songs from different genres.
- Pupils should continue to sing with varying pitch and be able to match the pitch that they hear accurately.
- Pupils have learned the key vocab: **pitch, pulse, rhythm, tempo, dynamics**

End points /by the end of this unit pupils will...

- Sing and chant together (Music in the Round songs)
- Learn about different musical instruments (Music in the Round)
- Discuss the similarities and differences between musical instruments
- Sing songs in different styles (e.g. conveying emotions during Music in the Round performance)
- Recall some musical instruments that they have seen during a live performance (MITR)
- Comment on the pitch, dynamics of these instruments
- Learn a new vocab word: TIMBRE
- Sing multiple songs during a live musical performance
- Sing multiple songs during a Christmas carol concert
- Follow visual cues from adults to show louder/ quieter, keeping in time with the pulse of a song
- Show confidence and ownership during their performance
- Experiment copying the pulse of a familiar song using a musical instrument
- Experiment copying the rhythm of a familiar song using a musical instrument
- Be able to recall words: pitch, pulse, rhythm, tempo, dynamics
- Learn the vocabulary: timbre

Lesson Number 1

Key learning:

To learn a number of songs for a group performance

Context:

Music in the Round

Concepts:

Singing

Listening

Musicianship - performing

Lesson structure: Introduction, direct teaching, activities, key questions**Introduction:**

Warm up exercises from singing assemblies

Direct teaching:

- Listen and tap along with the pulse of the songs
- Recognise pitch – is it high or low throughout the songs? Does it change in different parts?
- Recap vocabulary – **DYNAMICS** – loud and quiet sounds in songs
- Teach new vocabulary – **TIMBRE** – different instruments have different sound quality
Volume is loud and quiet sounds

Questions to ask:

- How should you be sitting/ standing when singing? (straight back arms by side, etc.)
- How loudly should you be singing? (loud enough for others to hear but not shouting)
- Which part is the verse?
- Which part is the chorus?
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Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can say when the pitch is low or high

Suggested resources:

Music in the Round activity packs and songs

<ul style="list-style-type: none"> - I can sing with ownership and confidence - I can start to sing along with the words - I can convey emotions during songs, e.g. sad, happy, shocked, angry (Music in the Round songs) 		<p>Activity: Listen to the song – Music in the Round video Sing song with lyrics on screen Use body to tap to the beat</p> <p>Challenge: Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)</p>
<p>Vocabulary: pulse, pitch, volume, confidence, dynamics, timbre</p>		

Lesson Number 2		
<p>Key learning: to watch and appraise a live musical performance Context: Music in the Round</p>	<p>Concepts: Singing Listening</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up exercises from singing assemblies</p> <p>Direct teaching/ questions to ask: Use Meet the Musicians – Music in the Round activity pack – discuss the sound of each instrument (pitch, loud or quiet, fast or slow)</p> <ul style="list-style-type: none"> - Listen and tap along with the pulse of the songs - Recognise pitch – is it high or low throughout the songs? Does it change in different parts? - Which part is the verse? - Which part is the chorus? - Which instruments have a higher/ lower pitch? - Listen to the dynamics in the songs – which parts are louder or quieter?

<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can recall songs performed in a live performance - I can say what I liked about the live performance - I can say which musical instruments were played - I can identify the pitch of the songs played 	<p>Suggested resources: Music in the Round activity packs – meet the musicians</p>	<ul style="list-style-type: none"> - Listen to the timbre – which instrument has a higher quality? - Which instrument has louder or quieter dynamics. <p>Activity: Listen to Meet the Musicians and discuss questions above</p> <p>Then discuss appraisal questions:</p> <ul style="list-style-type: none"> - What did you like about the songs? - Which song was your favourite and why? - Which instrument was your favourite? - Which instrument had a higher/ lower pitch? - Which instrument was the loudest? - Which instrument was the quietest? <p>Challenge: Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.), pictures of musical instruments to be played.</p>
<p>Vocabulary: pitch, musical instruments, violin, double bass (ADD WHEN GIVEN NEW RESOURCE PACK)</p>		

Lesson Number 3

<p>Key learning: to learn songs to sing as a group Context: Christmas performance</p>	<p>Concepts: Singing Listening Musicianship - Performing</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up exercises from singing assemblies</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - Tell chn they will be singing without backing music - Chn will need to sing along with each other, keeping in time - Chn will need to look for visual cues from teacher to keep in time or when to start singing - Chn will need to listen to pulse/ beat of the music and click or tap in time - Listen and tap along with the pulse of the songs - Recognise pitch – is it high or low throughout the songs? Does it change in different parts? - Ownership – engaging with audience, acknowledge applause, being confidence, standing up straight, arms by side, facing the front. <p>Questions to ask:</p> <ul style="list-style-type: none"> - How should you be sitting/ standing when singing (straight back arms by side, etc.) - How loudly should you be singing? (loud enough for others to hear but not shouting) - Which instruments have a higher/ lower pitch? - Which instruments can make long/ short sounds? - <p>Activity: Listen to the songs Sing song with lyrics on screen</p> <p>Challenge:</p> <ul style="list-style-type: none"> - Which musical instruments have a higher/ lower pitch? <p>Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.), pictures of musical instruments to be played.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can sit with a straight back - I can sing with ownership and confidence - I can sing alongside others in a group - I can identify the pitch of the songs played - I can sing with appropriate volume/ dynamics - I can modify the pitch of songs - I can sing without backing music 	<p>Suggested resources: Christmas performance songs</p>	
<p>Vocabulary: pulse, pitch, confidence, ownership, audience</p>		

<p>Key learning: learn to sing songs for a performance Context: Christmas Carol concert</p>	<p>Concepts: Singing Listening Performing</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up exercises from singing assemblies</p> <p>Direct teaching/ questions to ask:</p> <ul style="list-style-type: none"> - What sounds would you hear with a high pitch? - What sounds would you hear with a low pitch? - How could you create a faster tempo? - How could you create a slower tempo? - How could you make the sounds louder? (Change dynamics) - How could you make the sounds quieter/ <p>Activity: Practice singing Christmas Nativity songs with correct pitch, pulse, tempo, dynamics</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can sing with ownership and confidence - I can sing alongside others - I can keep a steady beat by tapping my knees or feet 	<p>Suggested resources: Christmas performance songs</p>	<p>Challenge: Adaptive teaching for SEND: adult support using 2simple music program</p>
<p>Vocabulary: pitch, pulse, tempo, dynamics</p>		

<p>Key learning: perform a number of songs for an audience Context: Christmas carols performance</p>	<p>Concepts: Singing Listening Musicianship - Performing</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>This lesson is intended for just before Christmas performance</p> <p>Introduction: Warm up exercises from singing assemblies</p> <p>Direct teaching/ questions to ask:</p> <ul style="list-style-type: none"> - How should you be sitting/ standing when singing (straight back arms by side, etc.) - How loudly should you be singing? (loud enough for others to hear but not shouting) - What should you do when the audience applauds? - How can you show the audience that you are confident? <p>Activity: Perform Christmas carol songs for parents with confidence and ownership</p> <p>(SWAP THIS LESSON FOR PERFORMANCE WEEK)</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand how I should be sitting or standing when singing - I understand what the vocabulary word dynamics means - I understand how loudly I should be singing - I know what to do when the audience applauds - I can show confidence when singing 	<p>Suggested resources: Christmas performance lyrics sheet</p>	<p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: pitch, confidence, ownership, audience, posture</p>		

<p>Key learning: experiment using musical instruments Context: Christmas carol songs</p>	<p>Concepts: Singing Listening Composing Musicianship - Performing</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up exercises from singing assemblies Choose a song from Christmas performance Copy pulse or rhythm of song by tapping on knees/ clapping hands</p> <p>Direct teaching/ questions to ask:</p> <ul style="list-style-type: none"> - Model using glockenspiel - Does this song have a high/ low pitch? - What are the dynamics of this song? - What is the tempo of this song? <p>Activity: Tap along with rhythm or pulse of song from Nativity Tap or use musical instrument (glockenspiels) to copy the pulse or rhythm of the song</p> <p>(SWAP THIS LESSON FOR PERFORMANCE WEEK)</p> <p>Challenge: Adaptive teaching for SEND: adult support using 2simple music program</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a familiar song - I can match the pulse and rhythm of familiar songs - I can tap along with the pulse or rhythm of a familiar song - I can tap or use a musical instrument to copy the pulse or rhythm of a familiar song - I can play a tuned instrument with the accurate tempo - I can play a tuned instrument with the accurate dynamics of a song 	<p>Suggested resources: Glockenspiels</p>	

Vocabulary: pitch, tempo, dynamics, glockenspiels