

Music

<h3>YEAR 2</h3>	<p style="text-align: center;">AUTUMN FOCUS Playing in rounds (Aut 1) Christmas Play (Aut 2)</p> <p style="text-align: center;">VISIT/TRIP/DISPLAY: Art GfOL display Performance to an audience</p> <p style="text-align: center;">Final piece: Performance of 'London's Burning' (Aut 1) Christmas Production (Aut 2)</p> <p style="text-align: center;">Opportunities for Exploring Diversity: Diwali Rangoli patterns – whole school</p>	<p style="text-align: center;">SPRING FOCUS Creating digital music (Spr 1) Exploring instruments and symbols (Spr 2)</p> <p style="text-align: center;">VISIT/TRIP/DISPLAY: Art / DT Jamaican display</p> <p style="text-align: center;">Final piece: Create digital music to match animal's movements (Spr 1) Write a score for a Jamaican carnival (groups) (Spr 2)</p> <p style="text-align: center;">Opportunities for Exploring Diversity Jamaican carnival music World Book Day – whole school Chinese New Year – whole school</p>	<p style="text-align: center;">SUMMER FOCUS Exploring timbre, tempo and dynamics (Sum 1) Sun, Sea and Song! (Sum 2)</p> <p style="text-align: center;">VISIT/TRIP/DISPLAY: Maypole performance Southend seaside trip</p> <p style="text-align: center;">Final piece: Retell Noah's Ark story with instruments (Sum 1) Perform a medley of seaside songs (Sum 2)</p> <p style="text-align: center;">Opportunities for Exploring Diversity: World Music Day - whole school World Day for Cultural Diversity - whole school</p>
<h3>Artist/Texts/websites</h3>	<p>Colour mixing song: https://www.youtube.com/watch?v=IwfZvRuE7s8</p> <p>William Cook - Blaze of Glory: https://www.bbc.co.uk/programmes/articles/19KLTps7SJLrf10Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames</p> <p>London's burning: https://www.youtube.com/watch?v=zIsyYmcWUs0</p> <p>Great Fire of London 3 songs: https://www.bbc.co.uk/teach/school-radio/music-ks1-the-great-fire-of-london-songs/zmd9r2p</p> <p>Christmas production - script, song sheets and musical backing tracks.</p>	<p>Gustav Holst The Planets - www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqLzk1x/mars-from-the-planets-by-gustav-holst</p> <p>www.classicfm.com/composers/holst/pictures/holsts-planets-guide</p> <p>www.yourclassical.org/story/2014/02/10/gustav-holst-the-planets-on-learning-to-listen</p> <p><i>Mars:</i> archive.org/details/Holst-ThePlanets/Marte.mp3</p> <p><i>Venus:</i> archive.org/details/Holst-ThePlanets/Venus.mp3</p> <p><i>Jupiter:</i> archive.org/details/Holst-ThePlanets/Jupiter.mp3</p> <p>Rhythm and Pulse - www.bbc.co.uk/bitesize/clips/zmqn34j</p> <p>Music Terminology - www.bbc.co.uk/bitesize/subjects/zwxhfg8</p> <p>Google Chrome Music Lab - Chrome Music Lab (chromexperiments.com)</p> <p>Culture Club - BBC - The Culture Club - Learning Pod</p> <p>Reggae music for kids - The Roots Radics - Reggae for Kids - YouTube</p>	<p>Music Express CD</p> <ul style="list-style-type: none"> - Mahachagogo chant - It's gonna be hot - Rain and Sun fun - Maja pade - Noah's Ark <p>http://teach.files.bbc.co.uk/schoolradio/music/sun_sea_song/teachers_notes_sun_sea_song.pdf</p> <p>6 songs forming a seaside medley (listed above on the link)</p> <p>Sailing by, by Ronald Binge</p> <p>Une Barque sur l'Océan by Maurice Ravel</p> <p>Storm by Benjamin Britten, from Four sea interludes</p> <p>By the Sleepy Lagoon by Eric Coates.</p>

<p>Skills</p>	<p>The national curriculum for music aims to ensure that all pupils:</p> <p>Perform</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs. Play tuned instruments musically. <p>Explore and Compose</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Listen, Reflect and Appraise</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of live and recorded music. 	<p>The national curriculum for music aims to ensure that all pupils:</p> <p>Perform</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by speaking chants and rhymes. Play tuned and untuned instruments musically. Play tuned and untuned instruments with increasing control. <p>Explore and Compose</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using physical instruments. <p>Listen, Reflect and Appraise</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of live and recorded music. 	<p>The national curriculum for music aims to ensure that all pupils:</p> <p>Perform</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs, speaking chants and rhymes. Play tuned and untuned instruments musically. Play tuned and untuned instruments with increasing control. <p>Explore and Compose</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using physical instruments. <p>Listen, Reflect and Appraise</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of live and recorded music.
<p>Key Vocabulary (new vocabulary in bold underlined)</p>	<p><u>Phrase, pulse, pitch, notation, unison, round, repeat, bar,</u> louder, quieter, softer, longer, shorter, <u>expression, voice, effect, mood.</u></p>	<p><u>Sequence, ostinato, tempo,</u> volume, pitch, <u>score, symbols, conduct, conductor, steady beat, rhythm, instrument, wood, metal, skin, compose, composer, digital, improvisation, reggae, calypso, Jamaica.</u></p>	<p><u>Structure, timbre, smooth, scratchy,</u> heavy, light, cold, warm, dull, bright, <u>duration,</u> short, long, sounds, beat, rhythm, pitch, high, low, dynamics, loud, quiet, tempo, fast, slow, <u>interlude, crescendo, major key.</u></p>
<p>Opportunities for Learning / Cross Curricular</p>	<p>PE - dance GFoL.</p> <p>Topic - Great Fire of London ‘London’s Burning’.</p> <p>Art - Great Fire of London (display).</p> <p>R.E. - Christmas celebrations.</p>	<p>Science - Materials.</p> <p>Topic - Jamaica (non-European study).</p> <p>Topic, D&T and R.E. - Carnival celebrations.</p> <p>PE - Yoga stories (animal movement).</p> <p>Computing - Creating digital music.</p>	<p>R.E. - Big questions (creation stories).</p> <p>Topic - Seasides.</p> <p>D&T and Dance - Puppets.</p> <p>Dance - Maypole dancing.</p> <p>English - Seaside poetry / postcards.</p>
<p>Learning Overview / WALTs</p>	<p>Week 1 WALT: Recognise and respond to the mood of a piece of music. KQ: What did the streets of London sound like in 1666?</p> <p>Week 2 WALT: Listen and respond to a known nursery rhyme. KQ: What is the song about? KQ: What lines repeat?</p> <p>Week 3 WALT: Play in rhythm accompanying a song. KQ: What is the tempo of the song? KQ: How many beats are in each line?</p> <p>Week 4 WALT: Play a sequence of sounds following a simple score. KQ: How can we play in time with each other? KQ: How can we use our voices to follow a tune?</p> <p>Week 5</p>	<p>Week 1 WALA: What is a composer? KQ: Who was Gustav Holst? KQ: How does music make us feel?</p> <p>Week 2 WALT: Understand what rhythm is. KQ: What does pattern look like in music?</p> <p>Week 3 WALT: Explore pitch. KQ: How is sound used on a computer? KQ: How can pitch be changed digitally?</p> <p>Week 4 WALT: Explore tempo. KQ: How can we use computers to make a digital pattern? KQ: How can tempo be changed digitally?</p> <p>Week 5 WALT: Create digital music. KQ: How can we represent animal movement in digital sound?</p>	<p>Week 1 WALT: Identify how music describes an environment. KQ: How can music describe different types of weather?</p> <p>Week 2: WALA: Sounds made by different sound sources. KQ: Which instruments should accompany the Maja Pade?</p> <p>Week 3 WALA: How can sounds be combined? KQ: How can we control dynamics using percussion instruments?</p> <p>Week 4 WALT: Explore how sounds can be changed. KQ: How can we layer sounds for effect? KQ: What does improvisation mean?</p> <p>Week 5 WALT: Create a group composition. KQ: What is the story of Noah’s Ark? KQ: What does interlude mean?</p>

	<p>WALT: Play with control maintaining a steady beat. KQ: What is a round? KQ: What does it mean to play in unison? KQ: What cues can we follow to stop playing?</p> <p>Week 6 WALT: Perform in rounds ‘London’s Burning’. KQ: What did you enjoy about the performance? KQ: What could we do better?</p> <p>Half Term</p> <p>Week 7 WALT: Read and sing a collection of new songs.</p> <p>Week 8 WALT: Sing songs with increasing accuracy of pitch.</p> <p>Week 9 WALT: Sing words clearly and breathe at the end of phrases.</p> <p>Week 10 WALT: Follow a leader, starting and stopping together.</p> <p>Week 11 WALT: Perform with confidence as part of a group.</p> <p>Week 12 WALT: Perform with confidence as part of a group.</p>	<p>Week 6 WALT: Review and edit digital music.</p> <p>Half Term</p> <p>Week 7 WALT: Identify instruments of different materials. KQ: What sounds can be made out of metal / wooden / skinned instruments?</p> <p>Week 8 WALT: Identify how sounds can be changed. KQ: How do symbols represent sounds?</p> <p>Week 9 WALT: Make and perform sequences of sound. KQ: How do symbols represent changing sounds?</p> <p>Week 10 WALT: Match movement to sound. KQ: What does ‘improvisation’ mean? KQ: What music is played at a Jamaican carnival?</p> <p>Week 11 WALT: Make a class composition. KQ: What does reggae music sound like? KQ: What instruments are used in reggae?</p> <p>Week 12 WALT: Make symbols to match a score of music.</p>	<p>Week 6 WALT: Perform a group composition. KQ: What role does each member of the group have?</p> <p>Half Term</p> <p>Week 7 WALT: Identify rests in a song. KQ: How do we make a song faster / slower?</p> <p>Week 8 WALT: Make a phrase longer.</p> <p>Week 9 WALA: Call and response in a song. KQ: What is a crescendo?</p> <p>Week 10 WALT: Use repetition in performance.</p> <p>Week 11 Class Assembly - Performance of Seaside Medley Songs.</p> <p>Week 12 WAL: What is a major key? KQ: How do songs sound in the major key?</p>
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