

Year 2 Music

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Great fire of London <i>Rounds, Rhythm and Notation</i>	Singing and Pitch <i>Christmas</i>	Peer Gynt <i>Case study: Morning Mood by Edvard Grieg</i>	Peer Gynt <i>Case study: Hall of the Mountain King by Edvard Grieg</i>	Composers and Conductors <i>Graphic Scores</i>	Music, tradition and the World <i>Case study Comparison:</i> <i>Tropical Bird (Trinidad Steel Band)</i> <i>Jin Go La Ba (Babatunde Olatunji)</i> <i>Blow the man down (Sea Shanties tradition)</i>
Brief synopsis:	Children learn to sing London's Burning as a group and then as a round. Children practice controlling their voices to change dynamics and tempo. Children compose repeated fire-themed chants using simple notation: crochets, quavers, minims, rests. Children then add body percussion to create simply rhythmic ostinatos and perform them to	Children use glockenspiels to copy and compose three note melodies to improve their understanding of pitch. Children practice singing in tune for their Christmas performances.	Children act out the story of Peer Gynt and learn about the history of the Henrik Ibsen's play and Griegs accompanying score. Children listen and respond to Morning Mood and learn how to play the opening melody using dot notation. In small groups, they compose their own morning piece, using	Children act out the story of Peer Gynt and learn about the history of the Henrik Ibsen's play and Griegs accompanying score. They listen and respond to Hall of the Mountain King and compare to Morning Mood, using musical terminology to explain their ideas. In small groups, children use tuned and untuned instruments to compose a piece that	Children are introduced to graphic scores by exploring different symbols and how to play them on various instruments/body percussion. Children watch and listen to various examples of simple graphic scores. The practice following a whole class graphic score.	Children discuss tradition in the context of music. Children learn about the features and instruments typical to Calypso music, African drumming and English Folk music. They listen to a range of songs and respond using musical terminology and knowledge of instruments/features. Children learn how to sing a traditional sea

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	the class. They give peer feedback using musical terminology to explain their ideas.		glockenspiels and use dot notation to record it. They explore and select percussive instruments to enhance their composition.	retells the 'troll' part of the Peer Gynt story. Use peer feedback to respond to how effective their compositions are and make relevant adjustments.	Children work in pairs to create their own graphic score and beat grid. Children practice leading whole class playing as conductors using their own graphic scores.	shanty, Calypso style Yellow Bird and A Keelie Makolay to learn how to use their voices for different styles/traditions of music.
Skills and knowledge focus:	I enjoy singing in different ways and can sing in two parts I can sing in tune with good posture and technique I can recognise and mostly control changes in tempo, pitch, dynamics and duration when playing and singing I can recognise and play simple music notation or crochets, quavers, minims and rests	I enjoy singing in different ways and can sing in two parts I can sing in tune with good posture and technique I can perform with confidence and an awareness of my audience	I can listen with increased concentration and respond thoughtfully to a range of music I can recognise and play simple music notation or crochets, quavers, minims and rests I can use patterns to accompany songs on tuned and untuned instruments I can follow and lead simple performance directions I can create music and choose appropriate instruments/sounds in response to a range of stimuli	I can listen with increased concentration and respond thoughtfully to a range of music I can recognise and mostly control changes in tempo, pitch, dynamics and duration when playing and singing I can create music and choose appropriate instruments/sounds in response to a range of stimuli I can follow and lead simple performance directions I listen to and work well with others	I can use symbols to represent the sounds I make I can recognise and mostly control changes in tempo, pitch, dynamics and duration when playing and singing I can follow and lead simple performance directions I listen to and work well with others	I enjoy singing in different ways and can sing in two parts I can sing in tune with good posture and technique I can listen with increased concentration and respond thoughtfully to a range of music

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Evidence:	In books: - RAG self assessment - Photo of rhythm notation Video/audio: - Video of singing in a round	In books: Video/Audio: Recording of Christmas performance	In books: - RAG self assessment - Dot notation composition - Morning Mood notation Video/Audio: - Video of playing morning mood	In books: - RAG self assessment - Photo of children using percussive instruments to compose HOMK piece Video/Audio: - Video of group compositions	In books: - RAG self assessment - Simple graphic scores Video/Audio: - Video of children following graphic score	In books: - Photo of African drumming - Photo of Yellow bird singing with actions Video/Audio: - Video of drumming - Video of singing
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