LONGTON LANE PRIMARY SCHOOL SUBJECT: MUSIC YEAR 2

 *‘Believe and Achieve’*

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| National Curriculum Subject Content* use their voices expressively and creatively by singing songs and speaking chants and rhymes 1
* play tuned and untuned instruments musically 2
* listen with concentration and understanding to a range of high-quality live and recorded music 3
* experiment with, create, select and combine sounds using the inter-related dimensions of music 4
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| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
| Title | Hands, Feet, Heart | Ho, Ho, Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect, Rewind & Replay |
| Style of main song | Afropop, South African | A song with rapping and improvising for Christmas | Rock | Reggae | Pop | Classical |
| Unit theme | South African Music | Festivals and Christmas | Playing together in a band | Reggae and animals | A song about being friends | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental parts |  |
| Key | G | G | D | C | C | Revise existing |
| One Note | G | G | F | C | C |
| Easy Part | G A + C | G A + B | D + C | C + D | E + G |
| Medium Part | G A B + C | G A + B | G F + C | C + D | E G A + B |
| Melody | E F G A B + C | N/A | C D + F | C + D | C D E F G A + B |

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| Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
| To know that some songs have a chorus or a response / answer partTo know that songs have a musical styleTo learn how songs can tell a story or describe an ideaTo learn how they can enjoy moving to music in a variety of ways | To confidently know and sing songs from memory and sing them in unisonTo know why we need to warm up our voices and how to find a comfortable singing positionTo be able to make different types of sounds with their voices ad sing notes of different pitchTo start and stop singing when following a leader | To know that music has a steady pulse, like a heartbeatKnow the names of untuned percussion instruments played in classLearn the names of the notes in their instrumental part from memory or when written downKnow to treat instruments carefully and with respectPlay an instrumental part that matches their musical challenge i.e a one-note, simple or medium partPlay a part in time with a steady pulse | Understand that improvisation can use one or two notesBe able to improvise through clappingBe able to improvise through singing and playing and play answer using one or two notes | Help to create three simple melodies with the scheme using 1,3 or 5 different notesKnow how the notes of a composition can be written down and changed if necessary | Understand what can constitute an audience for a performanceChoose a song they have learnt from the scheme and perform itCan add their ideas to a performanceRecord their performance and say how they were feeling about it |