

Music - Year 2			
Focus	Skills	Knowledge	Outcomes
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> <li>● To be able to find the pulse.</li> <li>● To be able to listen to the rhythm and clap back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>● To be able to create clapping rhythms for others to copy</li> <li>● To be able to listen and sing back a pitch using voices to copy back using 'la'.</li> </ul>	<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>● Hands, Feet, Heart by Joanna Mangona – perform South African music.</li> <li>● Ho, Ho, Ho by Joanna Mangona – rapping and improvisation of Christmas song.</li> <li>● I Wanna Play in a Band by Joanna – playing together</li> <li>● Mangona Zootime by Joanna Mangona</li> <li>● Friendship Song by Joanna Mangona and Pete Readman</li> </ul>
<b>Perform and Share</b>	<ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> <li>● Treat instruments carefully and with respect.</li> <li>● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader.</li> <li>● Choose a song they have learnt from the Scheme and perform it.</li> <li>● Know that they can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> <li>● Know that a performance is sharing music with an audience.</li> <li>● Know that a performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● Know that an audience can include your parents and friends.</li> </ul>	
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>● Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>● Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>● Improvise! – Take it in turns to improvise using one or two notes</li> </ul>	<ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise, and you can use one or two notes.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>pulse, rhythm, pitch, tempo, dynamics, structure, timbre, keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</b></p>
<b>Composition</b>	<ul style="list-style-type: none"> <li>● Help create three simple melodies using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Know that composing is like writing a story with music.</li> <li>● Know that everyone can compose.</li> </ul>	