

## Y2 Music – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 2 Music planning placed in context of long-term knowledge and skill growth.

<p><b>Rationale:</b> Children entering Y2 will have a secure knowledge of the work of a range of artists, music genres and will be able to express an opinion about their style. During Y2 children will see how some musical artists focus on a particular style and incorporate a range of themes throughout their music. They will explore South Africa and African music, rock, pop and reggae music. Children will develop an understanding of musical notation and will begin to use a range of percussion and untuned instruments through improvisation and performance. We continue to develop learning from Y1; appraising a range of music styles and finding the pulse of the music in a variety of different ways. Knowing the importance of showing respect to others through performance, children will develop a resilient approach when learning a range of musical genres and playing a musical instrument.</p>	
<p><b>Y2: Listen and appraise</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Key Discussion Points:</b></p> <ul style="list-style-type: none"> <li>How do you find the pulse?</li> <li>Do you like the song?</li> <li>What can you hear?</li> <li>What is the style of this music?</li> <li>How is the song put together?</li> </ul>
<p><b>Y2: Musical activities</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <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> </ul>	<p><b>Key Discussion Points:</b> There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p><b>Game 1</b> – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p><b>Game 2</b> – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p><b>Game 3</b> – Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p><b>Game 4</b> – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat</p> <p><b>Game 4a</b> – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p>
<p><b>Y2: Singing</b></p>	
<p><b>Key Knowledge, building on previously taught skills:</b></p> <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. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</li> </ul>	<p><b>Key Discussion Points:</b></p> <p>How can we change the pitch of our voice? Why should we be respectful to others when singing? Why is it important to warm up our voices before performing?</p>

<b>Y2: Playing instruments.</b>	
<b>Key Knowledge, building on previously taught skills:</b> <ul style="list-style-type: none"> <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> </ul>	<b>Key Discussion Points:</b> <p>How can we use the instrument to find the pulse?  Play the beat on your instrument.  Why should we stay in time to the music?</p>
<b>Y2: Improvisation</b>	
<b>Key Knowledge, building on previously taught skills:</b> <ul style="list-style-type: none"> <li>Improvisation is about 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!</li> </ul>	<b>Key Discussion Points:</b> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li><b>Clap and improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>
<b>Y2: Composition</b>	
<b>Key Knowledge, building on previously taught skills:</b> <ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<b>Key Discussion Points:</b> <p>What is a melody?  Use your instrument to follow the beat.  Can we change the beat?  How does the instrument affect the mood/theme of the song?</p>
<b>Y2: Performance</b>	
<b>Key Knowledge, building on previously taught skills:</b> <ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul>	<b>Key Discussion Points:</b> <p>Which is your favourite song from the unit?  What did you like about your performance?  How could you improve for next time?</p>