

Year 2 – Hands, Feet and Heart

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to use their voices expressively and move their bodies to show emotion through music.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • Pupils will have been using their voices to sing nursery rhymes in EYFS. Through cross-fertilisation, pupils will have prior knowledge of using their voices to create sounds and chants. • Pupils will also have been exposed to listening to a variety of music styles.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • Knowledge of using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music • Knowledge of experimenting to create and combine inter-related dimensions of music. <p>Lesson 1</p> <p>Starter: Listen and appraise – Hands, Feet, Heart Find the pulse game. (Marching, stomping, copying you)</p> <p>Main activity:</p> <ul style="list-style-type: none"> -Discussion of what pulse is -Finding the pulse of the song

- Discussion about why we warm up
- Using call and response to sing the song. Focus: Pulse and Rhythm
- Add actions to the song

End:

- Full performance of song

Lesson 2

Starter: Listen and appraise – **Rondo alla Turca - Mozart**

Clapping game

Main activity:

- Recapping what they remember from the previous week.
- Ask individuals to sing phrases of the song
- Practicing the song as a whole class from memory.

End: Whole performance of song.

Lesson 3

Starter: Listen and appraise – **Symphony no.5 - Beethoven**

Clapping game – encouraging different children to lead the circle in clapping different rhythms.

Main activity:

- Discussing what a glockenspiel is
- Discussing what a chorus is
- Demonstrate what they are about to play
- Sing rhythm and they are to sing back
- Practice in their groups being able to play the chorus.

End: Demonstration of what is achieved

Lesson 4

Starter: Listen and appraise – **English Folk song Suite – Mov.1**

Clapping game

Main activity:

- Discussing what a glockenspiel is
- Discussing what a chorus is
- Demonstrate what they are about to play
- Sing rhythm and they are to sing back
- Practice in their groups being able to play the chorus when added with singing.

	<p>End: Putting the chorus with the singing</p> <p>Lesson 5</p> <p>Starter: Listen and appraise Graphic score (Discussion of images produced)</p> <p>Main activity: -Circle clapping rhythms; call and response -In groups they are to create different rhythms for which they will share with the class.</p> <p>End: Whole class call and response between children</p>
Key Vocabulary	Pitch, Pulse, Rhythm, Texture, Dynamics, Tempo , Timbre, Question and answer, Reggae, Verse, Chorus, Crotchet, Quaver
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not be able to understand and identify emotions. • Pupils may not be confident in singing within a large group • Pupils may not be able to differentiate between singing and chanting. • Pupils may struggle to learn songs from memory.
Class Teacher Notes	<ul style="list-style-type: none"> • .

Year 2 – Nativity

Recall	Key Words, Instruments
End Point	Pupils will be able to perform an onstage Nativity.
Disciplinary Knowledge	The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.
(National Curriculum Statements)	<p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	
Sequence of Learning / Contextual Knowledge	
(Lesson ideas)	
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 2 – Rhythm Grid

Recall	Key Words, Instruments
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 2 –

Recall	Key Words, Instruments
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	