

Emmaville Primary School Music Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pitch and tempo Superheroes Kapow 1 *composition	Learn songs for Christmas Production. Perhaps start before half term break.		African call and response song Kapow 2 *composition		
M u s i c	Sir Francis Drake- Renaissance music 1 st printed music Welsh composers: Catrin Finch Twinkl PPT Northern Irish musicians: Van Morrison: Brown Eyed Girl (radio edit lyrics) Snow Patrol	Lowrey and Manchester Matchstalk Men and Matchstalk Cats and Dogs 1978. Folk Music. From Manchester. https://www.youtube.com/watch?v=pFafPqsW3Cg Emmeline Pankhurst: Suffragette Music - Twinkl PPT composing lyrics to known tunes. Manchester: Famous Musicians/ bands The Hollies, The Verve The Bee Gees, Oasis Harry Styles The Stone Roses Take That, Simply Red Gun powder plot: Baroque Music Armistice Day - Stravinsky, Debussy,	DT: Vehicle BBC 10 Pieces Short drive in a fast machine. *composition Scottish Music:- Bag Pipes Run Rig: Loch Lomond Titanic Film Theme music. The Band played to keep the passenger calm. The final song may have been: Nearer my God to Thee	Paris Camille Saint Sans - Carnival of the animals Kangaroo Swan	Cardiff: Charlotte Church Karl Jenkins - studied music at Cardiff University. Twinkl ppt, Adiemus (non-sense words as lyrics, Film Theme to Lord of the Rings) *composition David Attenborough: sound tracks to nature videos. Recorded World music from places he visited. https://www.bbc.co.uk/programmes/articles/tzmt35qBFnSPTONK30kfl8/sir-david-attenborough-world-music-collector	New York: Melting pot of cultures. Musical Theatre Leonard Bernstein: West Side Story (10 Pieces) George Gershwin Rhapsody in Blue (10 pieces KS2) Liverpool: The Beatles

Milestone 1 (Year 2)			
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
Whole School Singing songs. Autumn 1 Autumn 2 Spring 1 Summer 1	Autumn 1 Autumn 2: lyrics to a known tune. Spring 1 Summer 1	Spring 1 Spring 2 Summer 1	Autumn 1 Autumn 2 Spring 1 Summer 1

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use their voices expressively and creatively by speaking chants and rhymes.	use their voices expressively and creatively by singing songs.	to play tuned instrument musically.	to play un-tuned instruments musically.	to listen with concentration to a range of high quality live music.	to listen with understanding to a range of high quality live music.	to listen with concentration to a range of high quality recorded music.	to listen with understanding to a range of high quality recorded music.	to experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)	to create sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)	to select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)
Autumn 1 Spring 2 Summer 1	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Spring 1 Spring 2 Summer 1	Autumn 1 Spring 1 Spring 2 Summer 1	Visits from Gateshead Music Service.		Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Autumn 1 Spring 1 Spring 2 Summer 1	Autumn 1 Spring 1 Spring 2 Summer 1	Autumn 1 Spring 1 Spring 2 Summer 1

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Strings	Woodwind	Brass	Percussion	Voice	Composition	Vocabulary <i>new</i>	Genre
Autumn 1 Katrin Finch	Spring 1: Bagpipes	Spring 2	Autumn 1 - Kapow Unit	Autumn 1 - Kapow Unit	Autumn 1 - Kapow Unit	structure melody harmony pitch <i>high</i> <i>low</i>	20 th Century Contemporary Classical Folk Baroque
Spring 1: Titanic - band	Spring 1: Titanic Theme Tune		Spring 1 Spring 2	Spring 1 Spring 2	Spring 1 Spring 2	pulse beat rhythm duration <i>long</i> <i>short</i> tempo <i>fast</i> <i>slow</i> <i>accelerando</i> <i>rallentando</i>	
Spring 1	Spring 1					Dynamics <i>Loud</i> <i>Soft</i> Texture Timbre Genre Names of tuned and untuned percussion instruments. Names of instruments within the instrument families. Voice Strings Woodwind Brass Percussion	