

Emmaville Primary School Music Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Play tuned instruments Xylophones - *composition.	Main focus: To learn and perform material for Year 2 Christmas Class Assembly. Additional focus: Listening to high quality live and recorded music.	Play un-tuned percussion instruments - *composition	Use voices creatively and expressively- singing songs- speaking chants and rhymes	Use voices creatively and expressively	Listening to high quality live and recorded music.
	Pitch and tempo Superheroes Kapow 1 *composition <i>See Model Music Curriculum p16 and p17 for more guidance re-composition..</i>		<i>See Model Music Curriculum p16 and p17 for more guidance re-composition.</i>	African call and response song Kapow 2 *composition <i>See Model Music Curriculum p16 and p17 for more guidance re-composition.</i>	<i>See Model Music Curriculum p15 for more age appropriate songs.</i>	
	Additional opportunities for 'Listening to high quality live and recorded music' linked to other subjects.					
M U S I C	<p>Sir Francis Drake- Renaissance music 1st printed music</p> <p>Welsh composers: Catrin Finch Twinkl PPT</p> <p>Northern Irish musicians: Van Morrison: Brown Eyed Girl (radio edit lyrics)</p> <p>Snow Patrol</p> <p>Genre of the Week: Jazz <i>Model Music Curriculum p81 and p82 Appendix 3 Year 2 Case Study. Music inspired by jazz. Bolero by Ravel.</i></p>	<p>Lowrey and Manchester Matchstalk Men and Matchstalk Cats and Dogs 1978. Folk Music. From Manchester. https://www.youtube.com/watch?v=pFafPqsW3Cg</p> <p>Emmeline Pankhurst: Suffragette Music - Twinkl PPT composing lyrics to known tunes.</p> <p>Manchester: Famous Musicians/ bands The Hollies, The Verve The Bee Gees, Oasis Harry Styles The Stone Roses Take That, Simply Red</p> <p>Gun powder plot: Baroque Music</p> <p>Armistice Day - Stravinsky, Debussy,</p>	<p>DT: Vehicle BBC 10 Pieces Short drive in a fast machine. *composition</p> <p>Scottish Music:- Bag Pipes Run Rig: Loch Lomond</p> <p>Titanic Film Theme music. The Band played to keep the passenger calm. The final song may have been: Nearer my God to Thee</p>	<p>Paris Camille Saint Sans - Carnival of the animals</p> <p>Kangaroo Swan</p>	<p>Cardiff: Charlotte Church</p> <p>Karl Jenkins - studied music at Cardiff University. Twinkl ppt, Adiemus (non-sense words as lyrics, Film Theme to Lord of the Rings) *composition</p> <p>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</p>	<p>New York: Melting pot of cultures.</p> <p>Musical Theatre Leonard Bernstein: West Side Story (10 Pieces)</p> <p>George Gershwin Rhapsody in Blue (10 pieces KS2)</p> <p>Liverpool: The Beetles</p>

Milestone 1 (Year 2)			
<p>Perform This concept involves understanding that music is created to be performed.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>
<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.
<p>Whole School Singing songs. Autumn 1 Autumn 2 Spring 1 Summer 1</p> <p>Christmas Class Assembly Autumn 2</p>	<p>Autumn 1 Autumn 2: lyrics to a known tune. Spring 1 Summer 1</p>	<p>Spring 1 Spring 2 Summer 1</p>	<p>Autumn 1 Autumn 2 Spring 1 Summer 1</p>

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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 Autumn 2 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 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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Coverage/Focus		Genre of Focus Units	Vocabulary New			
Strings	Autumn 1 Katrin Finch Spring 1: Titanic - band Spring 1	20 th Century Contemporary Classical Folk Baroque African	Genre	rhythm	chants	do, re,mi,fa,so
Woodwind	Spring 1: Bagpipes Spring 1: Titanic Theme Tune Spring 1		tuned instruments	duration long short	call and response question and answer	cuckoo interval (so-mi)
Brass	Spring 2		Names of instruments within the instrument families.	pulse beat pitch high low Pentatonic	sequences ostinato and ostinati	graphic symbols dot notation stick notation
Percussion	Autumn 1 - Kapow Unit Spring 1 Spring 2		Voice Strings Woodwind Brass Percussion	tempo fast slow accelerando rallentando	improvise melodic phrase	beat groupings
Voice	Autumn 2 Spring 2 - Kapow Unit Spring 1 Spring 2		Body Percussion Classroom Percussion	timbre texture melody structure harmony dynamics Loud Quiet Crescendo Decrescendo		Stick notation for: crochet quavers crochet rests
Composition	Autumn 1 - Kapow Unit Spring 2 - Kapow Unit Spring 1 Spring 2			Names of tuned and untuned percussion instruments.	pause	