

Year Group: Year 2		
<b>Focus Songs</b>	Hands, Feet and Heart, Ho, ho, ho, I Wanna Play in a Band, Zootime, Friendship song.	
<b>Genres Covered</b>	Afropop, South African, rap, rock, reggae, pop, classical.	
<b>Key Musicians/ Composers</b>		
<b>Keywords</b>	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>Instruments</b>	Percussion instruments including tambourines, triangles, drums, maracas. <b>Glockenspiels.</b>	
	<u>Knowledge</u>	<u>Skill</u>
<b><u>Listen and Appraise</u></b>	<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>	<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> </ul>
<b><u>Singing</u></b>	<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>To know that 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> </ul>	<ul style="list-style-type: none"> <li>To learn about voices singing notes of different pitches (high and low).</li> <li>To know that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>To be able to find a comfortable singing position.</li> <li>To start and stop singing when following a leader.</li> </ul>
<b><u>Improvisation</u></b>	<ul style="list-style-type: none"> <li>To know that improvisation is making up your own tunes on the spot.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to begin improvising with claps, singing and using instruments.</li> </ul>
<b><u>Composition</u></b>	<ul style="list-style-type: none"> <li>To know that composing is like writing a story with music.</li> <li>To know everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>To help create three simple melodies with the Units using one, three or five different notes.</li> <li>To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
<b><u>Performance</u></b>	<ul style="list-style-type: none"> <li>To know a performance is sharing music with an audience.</li> <li>To know a performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>To understand an audience can include your parents and</li> </ul>	<ul style="list-style-type: none"> <li>To choose a song they have learnt from the Scheme and perform it.</li> <li>To be able to add their ideas to the performance.</li> <li>To record the performance and say how they were feeling</li> </ul>

	friends.	about it.
<b><u>Transcribe</u></b>	<ul style="list-style-type: none"><li>• To know that symbols can be used to represent a composition.</li></ul>	<ul style="list-style-type: none"><li>• To use symbols to represent a composition and use them to help with a performance.</li></ul>