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

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