

St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 2

Term: Autumn 1



Unit: Hands, feet, heart



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>chorus - a repeated section in a song which gives the main message</p> <p>verse -a section in a song which has the same tune but different words</p> <p>coda -short section which brings the song or piece to an end.</p> <p>introduction -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p>	<p>Songs are made from a structure including verses and chorus, often with an introduction.</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Practising helps them to improve</p>	<p>How the structural elements are put together differently in different songs</p> <p>How to improvise by trying out different musical ideas</p> <p>how putting words to rhythms help us to play them on an instrument</p>	<p>Listening</p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>explain if they like the music or not and give reasons</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p>Singing</p> <p>sing the song all together as a class and in groups</p> <p>Composing</p>

<p>melody - tune</p> <p>ostinato - a repeated pattern</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p>improvise - create and perform spontaneously or without preparation</p> <p>compose - to create music and record it in written form</p>			<p>improvise using up to 3 notes</p> <p>improvise using different rhythms</p> <p>put words to rhythms when improvising</p> <p>Musicianship</p> <p>perform pre-written parts using glockenspiels</p> <p>perform own improvisations within the song</p> <p>perform as part of a whole class and in smaller groups</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 1 & 2

Term: Autumn 2



Unit: KS1 Christmas Production



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>chorus - a repeated section in a song which gives the main message</p> <p>verse -a section in a song which has the same tune but different words</p> <p>coda -short section which brings the song or piece to an end.</p> <p>introduction -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p>	<p>how the songs are structured and how many verses there are in each</p> <p>how long the introduction is for each song</p> <p>the pulse of the song so that everyone keeps together</p>	<p>how to perform as a group ensuring everyone is doing the same thing at the same time</p> <p>how to keep the pulse of the song so that everyone keeps together</p>	<p>Listening</p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>explain if they like the music or not and give reasons</p> <p>Singing</p> <p>sing the song all together as a class and in groups</p> <p>use diction to ensure the words can be heard clearly</p> <p>Musicianship</p>

<p>melody - tune</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p>			<p>perform as part of a whole class and in smaller groups</p> <p>perform to different audiences</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 2

Term: Spring 1



Unit: Woodwind Instruments



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>woodwind</p> <p>oboe - a single reeded instrument</p> <p>clarinet - a double reeded instrument</p> <p>flute - played by blowing air across the mouthpiece</p> <p>piccolo - a smaller version of the flute</p> <p>bassoon - a single reeded instrument</p> <p>saxophone</p> <p>recorder</p>	<p>the names of each member of the woodwind family</p> <p>each woodwind instrument has a mouthpiece</p> <p>some woodwind instruments use a reed to make their sound</p> <p>some woodwind instruments are made from wood and others from metal</p> <p>what each woodwind instrument sounds like</p>	<p>how each instrument is able to make sounds</p> <p>how to compare the sounds that each instrument can make using pitch and timbre</p> <p>how each woodwind instrument should be held</p> <p>how a sound is made using a reed</p> <p>that each woodwind instrument has a different timbre</p>	<p>Listening</p> <p>listen to music with woodwind instruments playing (e.g. concerto)</p> <p>hear when a specific woodwind instrument is playing</p> <p>Musicianship</p> <p>Play the tin whistle and learn how to make a sound through the mouthpiece</p> <p>Perform as part of a group and on their own</p>

<p>tin whistle</p> <p>pitch - defined by high / low sounds</p> <p>timbre - the perceived sound quality of a musical note, sound or tone</p> <p>concerto - a piece for a solo instrumentalist and orchestra</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 2

Term: Spring 2



Unit: Maurice Ravel



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Maurice Ravel</p> <p>pulse - a steady beat</p> <p>texture - how the tempo, melodic, and harmonic materials are combined in a musical composition, determining the overall quality of the sound in a piece</p> <p>rhythm - combinations of long and short sounds</p> <p>dynamics - defined by loud / quiet and the variation between them</p> <p>woodwind instruments</p>	<p>Maurice Ravel was a French composer</p> <p>He composed during the early 20th century</p> <p>Ravel composed a famous piece called 'Bolero'.</p> <p>texture is when extra layers of music are added on top of each other</p> <p>rhythms can be created from long and short sounds</p> <p>dynamics are loud and quiet and the variation between</p>	<p>as a listener, we might prefer some music more than others</p> <p>the pulse needs to stay steady for music to stay together</p> <p>some textures in music sound more pleasing than others. You have to experiment to see what works best</p> <p>how Ravel's music is different to Mozart's.</p>	<p>Listening</p> <p>Listen to a range of music by Ravel and say which they prefer and why.</p> <p>Spot the different woodwind instruments playing throughout Bolero</p> <p>Composing</p> <p>Create a pattern to fit over a steady pulse using body percussion and /or untuned percussion</p> <p>Musicianship</p> <p>Perform with others and on their own</p>

			Be able to keep a steady beat / pulse
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 2

Term: Summer 1



Unit: Rhythms



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Pulse - a steady beat</p> <p>Notation - a series of written symbols used to represent musical elements</p> <p>Crotchet - a musical note with the value of 1 beat</p> <p>Minim - a musical note with the value of 2 beats</p> <p>quaver - a musical note with the value of a half beat</p> <p>semibreve - a musical note with the value of 4 beats</p> <p>time signature - indicates how many counts are in each measure</p>	<p>Musical notation uses dot notation on a stave made using quavers, crotchets, minims and semibreves.</p> <p>Rhythms are easier to remember if you give them words to match with</p> <p>The time signature shows you how many beats are in the bar</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>rhythms can create music as well as pitched notes</p> <p>pulse is important to keep the rhythms together</p>	<p>Listening</p> <p>Be able to hear different note values and count the beats</p> <p>listen to others when performing</p> <p>Singing</p> <p>Sing a range of songs as a class focusing on intonation</p> <p>Compose</p> <p>compose a short piece for percussion using different rhythm values</p> <p>Musicianship</p>

<p>and which type of note will receive one count</p> <p>rhythm - music's pattern in time made from long and short sounds.</p> <p>Compose - write or create a piece of music</p>			<p>Be able to read rhythmic notation and play on the untuned percussion</p> <p>Perform as part of a group and as an individual</p> <p>conduct to music in 2, 3 or 4 beats</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 2

Term: Summer 2



Unit: Peter and the Wolf



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Prokofiev</p> <p>oboe - a single reeded instrument</p> <p>clarinet - a double reeded instrument</p> <p>flute - played by blowing air across the mouthpiece</p> <p>bassoon - a single reeded instrument</p> <p>strings</p> <p>french horn</p> <p>Motif - a small musical idea</p>	<p>Sergei Sergeyeovich Prokofiev (27 April (15 April 1891 – 5 March 1953)</p> <p>music can tell a story</p> <p>different instruments can represent different characters in a story</p> <p>a motif is a small musical idea that is used to represent a character in the story</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p> <p>Structures are used within compositions</p>	<p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>All composers use some form of structure when composing.</p>	<p>Listen</p> <p>listen to Peter and the Wolf and say when a different character enters</p> <p>be able to follow the story on a listening map</p> <p>explain which instrument sound they like the best and why</p> <p>compare Peter and the Wolf to some of Prokofiev's other compositions</p> <p>Compose</p> <p>work in groups to create sound effects for the animals.</p>

			<p>Read from a graphic score and help write the score with the help of others</p> <p>Musicianship</p> <p>Perform as a member of a group and as a whole class.</p>
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