

Subject: Music	Year group: Year 2	Topic: Autumn 1 Exploring Simple Patterns How Does Music Help Us Make Friends?	Initiation & activation activities:
<p>Prior knowledge required: Children have been introduced to beat, rhythm and pitch. Children have an understanding of the dynamics and tempo of pieces of music. They can listen to and respond to a variety of pieces of music. They can improvise and explore sounds They can use their voice and instruments to make simple performances. They can demonstrate a basic understanding of musical style They can make simple compositions They have a basic understanding of musical language</p>		<p>Vocabulary: pattern pulse beat steady beat rhythm pitch melody tune style high low tempo dynamics timbre texture structure verse chorus rehearse rehearsal audience performance minims crotchets quavers crotchet rests melodic pattern instrumental notation compose improvise graphic score</p>	<p>Listening Centre- listening calendar choose some Music to listen and respond to</p> <p>Think about the overarching question for the whole Unit - Note some of children's initial answers to the question.</p>
<p>Intent - Programme of Study</p> <p>The Model Music Curriculum supports pupils to</p> <ul style="list-style-type: none"> <li>• Build their musical knowledge</li> <li>• Develop their musicianship through these areas of Music: <ul style="list-style-type: none"> <li>Singing</li> <li>Listening</li> <li>Composing</li> <li>Performing / instrumental performance</li> </ul> </li> </ul>		<p>Implementation</p> <p><b>Denotes greater depth learning opportunities</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</li> <li>• Demonstrate a basic understanding of how feelings can connect with / relate to music.</li> <li>• Demonstrate some basic understanding of musical style.</li> </ul> <p><b>Listen and Respond</b></p> <ul style="list-style-type: none"> <li>• Finding and keeping a steady beat.</li> <li>• Inventing different actions to move in time with the music.</li> <li>• Moving, dancing and responding with their bodies in any way they</li> </ul>	

can.

- Describing their thoughts and feelings when hearing the music.
- Describing what they see in their individual imaginations when listening to the piece of music.
- Talking about why they like or don't like the music.
- Talking about the instruments they can hear.
- **Recognising that some are band instruments and some are orchestral instruments.**
- Describing tempo as fast or slow; beginning to recognise changes in tempo.
- Describing dynamics as loud and quiet.
- Discussing together what the song or piece of music might be about.
- **Continuing to understand and talk about different styles of music.**
- **Discussing the style of the music.**
- **Talking about any other music they have heard that is similar.**
- **Beginning to understand and talk about where the music fits in the world.**

#### **Developing performance awareness skills**

- Demonstrate an awareness of pulse/beat when listening, moving to and performing music.
- Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).
- Demonstrate a basic understanding of the importance of posture and technique when performing.
- Demonstrate an understanding of the basic concepts of improvisation and composition.
- Introduce the performance (any connection to the Social Theme is an added bonus).

### **Singing as part of a performance**

- Singing, rapping or rhyming as part of a choir/group.
- Demonstrating good singing posture – standing up straight with relaxed shoulders.
- Singing unit songs from memory.
- Listening for being ‘in time’ or ‘out of time’.
- Having a go at singing a solo.
- Trying to understand the meaning of the song.
- **Singing to communicate the meaning of the words.**
- **Singing with more pitching accuracy.**
- Understanding and following the leader or conductor.
  - Adding actions to a song.

### **Playing instruments as part of the performance**

- Playing a part on a tuned instrument by ear **or from notation.**
- Rehearsing and performing their parts within the context of the unit song.
- Treating instruments carefully and with respect.
- Playing together with everybody while keeping in time with a steady beat.
- Listening to and following musical instructions from a leader.

### **Improvising as part of the Performance**

- Beginning to create personal musical ideas using the given notes for this unit.
- **Following a steady beat and staying ‘in time’.**
- Understanding that improvisation is about making up your own very simple tunes on the spot.

### **Composing as part of the performance**

- Realising the importance of the home note.
- Performing their simple composition/s using two, three, four or five notes.
- Starting their tune/s on note one and ending it on note one.
- **Creating a melody in keeping with the style of the backing track.**

### **Presenting a performance**

- **Planning**, rehearsing and performing a song to an audience, explaining why the song was chosen.
- Performing the song from memory.
- Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.
- Following the leader or conductor.
- Talking about the performance afterwards; saying what they enjoyed and what they think could have been better.
- Presenting what has been learnt in the lessons **with confidence**.
- Introducing the performance with an understanding of what the song is about, and anything else connected to it and themselves.
- Deciding on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.
- **Talking about the difference between rehearsing a song and performing it.**