

Music	Year 2	
Autumn Term	Spring Term	Summer Term
<p>Autumn 1 Unit: Hands, Feet and Heart</p> <p>Style: Hands, Feet and Heart is a song written for children to celebrate and learn about South African Music</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to 	<p>Spring 1</p> <p>Unit: I Wanna Play in a Band Style: Rock</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To play the accompanying instrumental parts (optional) with or without notation. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. 	<p>Summer 1 Unit: Friendship Song</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To play the accompanying instrumental parts (optional) with or without notation. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To understand and use the notes E and G or E, G, A and B while improvising and composing.

<p>the song</p> <p>Autumn 2</p> <p>Unit: Ho ho ho</p> <p>Style: Christmas song</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to 	<ul style="list-style-type: none"> • To understand and use the first three to five notes of a G Major scale while improvising and composing. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song <p>Spring 2</p> <p>Unit: Zootime</p> <p>Style: Reggae</p> <ul style="list-style-type: none"> • How to listen to music • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. 	<ul style="list-style-type: none"> • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song <p>Summer 2</p> <p>Unit: Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • to listen to and appraise <i>Classical</i> music • to continue to embed the foundations of the interrelated dimensions of music using voices and instruments • to sing • to play instruments within the song • To improvise using voices and instruments
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<p>the song</p>	<ul style="list-style-type: none"> • To work together in a band/ensemble • to play instruments with the song, with or without notation • To develop creativity through improvising and composing within the song. • To understand and use the first notes of the <i>C Major</i> scale while improvising and composing. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song 	<ul style="list-style-type: none"> • To compose music • To share and perform the learning that has taken place
<p><u>Ongoing learning across year:</u> -listening and appraising, improvising and composing, understanding and creating layers of music with voices and instruments, performing.</p> <p>Throughout the year children will learn to compare and contrast pieces of music of many different styles (Soul, Pop, Motown, Big Jazz Band, etc.) and from varying time periods, from hundreds of years ago to what we hear on the radio today. Children will learn about the influences and contributions of many different artists from across the history of Music.</p>		