

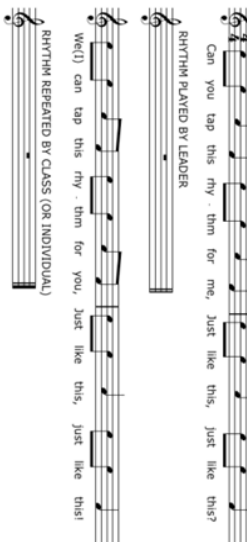
Year 2 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location Enquiry: How can I use pitch and dynamics vocally?	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music	<i>Sing songs with a small pitch range with increasing vocal control, pitching accurately.</i> <i>Know the meaning of dynamics (loud/quiet/crescendo/decrescendo) and demonstrate these when singing by responding to the leader's directions and visual symbols.</i> Respond independently to pitch changes heard in short phrases, indicating with actions.	Key learning: Children listen to the piece of music 'Surprise' by the composer: Joseph Haydn https://www.youtube.com/watch?v=tF5kr251BRs to recap high and low pitched sounds and identify a range of dynamics. Children understand the meaning of a warm up before singing. Children listen to examples of 'high and low' pitch and are extended further to the pitch range: 'do, re, mi, fa, so'. Children can sing with voice pitch variation. Children understand a range of dynamics and sing in response to this.	Subject knowledge vocabulary: Pitch- high, low is the sound which is based on the frequency of vibration. Dynamics means the volume at which the performance is to be delivered. loud (forte), quiet (piano)	Pre-requisite learning: Learnt about the concept of high and low pitch in sounds and singing familiar songs with a small pitch range in Year 1. New Learning: Children can identify the pitch range: 'do, re, mi, fa, so' and can follow a leader's directions accordingly. Children understand, can hear and practise singing with a range of dynamics. Vehicles for learning: Link learnt singing warm ups and understanding of pitch range and dynamics when learning and performing Harvest Festival songs.

Autumn 2 Topic: People Who Change the World Enquiry: Can I identify a steady beat in a piece of music?	Pupils should be taught to: listen with concentration and understanding to a range of high-quality recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping etc. and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music/song knowing the difference between left and right. Listen with concentration and understanding to a range of high-quality recorded music.	Key learning: Children understand the importance of the 'beat' in a piece of music. Children listen to examples of the different speeds of beats in pieces of music. Children listen to the piece of music 'Bubble Toes' by the composer: Jack Johnson to identify change in beat. Children identify where the beat is alongside the song 'Little Donkey' by placing beat symbols. Children can move with their right and left feet in time with their peers. Children can identify and move in time to the beat of a piece of music.	Subject knowledge vocabulary: left, right Tempo is the speed at which any piece of music is played. slow, fast, pause, pulse, beat Texture is how the <i>melody</i> (pitch, note, tone, scale), <i>rhythm</i> and <i>harmony</i> (intervals, chords) are combined to create the overall quality of a piece of music. rhythm	Pre-requisite learning: In Year 1 children responded to the pulse in recorded music through movement and dance. New Learning: Children learn that the beat can change, creating a faster or slower pace (tempo). Children are able to identify their left and right feet and are able to move at the same time as the beat/their peers. Vehicles for learning Links to the KS1 Christingle song 'Little Donkey'.

Year 2 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Topic Overview: 
Spring 1 Topic: Fire! Fire! London Enquiry: What does a round sound like using a range of dynamics?	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes	Know the meaning of dynamics and tempo (crescendo, decrescendo, pause) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Sing songs with a small pitch range with increasing vocal control, pitching accurately.	Key learning: Children understand and can identify in singing: crescendo, decrescendo and pause. Children listen to the piece of music 'God Only Knows' by the composer: The Beach boys to identify a round. https://www.youtube.com/watch?v=u90beUXTkwo Children understand the meaning of and can successfully sing in a 'round'.	Subject knowledge vocabulary: Dynamics means the volume at which the performance is to be delivered. loud, quiet crescendo decrescendo Tempo is the speed at which any piece of music is played. slow, fast, pause, pulse, beat Texture: rhythm Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations: round	Pre-requisite learning: Children sing using the dynamics of loud and quiet in Year 2 Autumn 1. New Learning: Children were introduced to the idea of singing in a 'round' using different dynamics. Vehicles for learning: Link to the topic of the Great Fire of London.

Spring 2 Topic: Up Above and Down Below Enquiry: What graphic symbols do composers use when writing music?	Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use graphic symbols and dot notation to keep a record of composed pieces. Play copycat rhythms, copying a leader, and invent rhythms for others to copy. Create rhythms using word phrases as a starting point.	Key learning: Children listen to the piece of music 'The Truman Show' by the composer: Philip Glass to identify notes of different values. Children can hear, create and copy simple rhythms. Children learn about and follow graphic symbols for rhythms (grape- crotchet, app-le - quavers). Children can create their own short rhythm composition piece using graphic notation.	Subject knowledge vocabulary: Tempo is the speed at which any piece of music is played. slow, fast, pulse, beat Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) dot notation, crotchet, quaver, rhythm, conductor (leader), note, value, sounds, composition	Pre-requisite learning: In Year 1 children recognised how graphic notation can represent created sounds. They created their own symbols for sounds. New Learning: Children are introduced to the graphic symbols for rhythms (grape- crotchet, app-le - quavers). Vehicles for learning:N/A
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Year 2 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Topic Overview: 
Summer 1 Topic: On Safari - Africa Enquiry: How can I represent animals musically using digital technology?	Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music. (On the computer app- Chrome Music Lab)	Use music technology to capture, change and combine sounds.(Linked to Computing) Create and record their own chanted rhythm patterns with the same stick notation. (for a chosen animal)	Key learning: Children listen to the piece of music 'The Great Animal Orchestra" by the composer: Bernie Krause https://www.youtube.com/watch?v=btrinTDDjnQ to identify animal sounds in a piece of music. Children use musical features on Chrome Music Lab to suit their chosen African animal. Children edit their own work to improve it. Children can listen to their peers' compositions and give constructive feedback.	Subject knowledge vocabulary: Dynamics means the volume at which the performance is to be delivered. loud, quiet crescendo decrescendo Tempo is the speed at which any piece of music is played. slow, fast, pause, pulse, beat Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) graphic notation, rhythm, pattern	Pre-requisite learning: In Year 2 the children have already investigated different rhythms, pitches and the speed of beats. New Learning: Children compose a piece of music using the features on a computer music app - Chrome Music Lab. Vehicles for learning: Lesson linked to the Computing scheme. (Summer 2, Creating digital music, lessons 5&6) Steel Drum workshop

Summer 2 Topic: Changes – All About Me! Enquiry: Can I read and play 3 pitched dot notations on a tuned keyboard? 	Pupils should be taught to: play tuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.	Sing songs with a small pitch range with increasing vocal control, pitching accurately. Recognise dot notation and match it to 3-note tunes played on tuned percussion 	Key learning: Children listen to the piece of music 'Stayin' Alive" by the composer/artist group Bee Gees to identify different voice pitches. https://www.youtube.com/watch?v=I_izvAbhExY Children can sing a given song using 3 pitched notes. Children can hear and identify three different pitched sounds and find these on a keyboard.	Subject knowledge vocabulary: Pitch- high, middle, low is the sound which is based on the frequency of vibration. Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) graphic notation, pattern	Pre-requisite learning: Children sing songs using 2 pitches and play on a tuned instrument. New Learning: Children can identify 3 pitched notes in a song and can read and play 3 pitched dot notations on a tuned keyboard. Vehicles for learning: N/A
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