| **AUTUMN** | **SPRING** | **SUMMER** |
| --- | --- | --- |
| **AUTUMN 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music.*  Pulse and rhythm activities:  ‘O Susanna’ (pulse) Copy my rhythm.  Showing the pulse using body percussion. Improvise own parts (4 beats)  *I can differentiate between long and short sounds I can keep a steady pulse and play at different speeds*  Sing the song ‘Cobbler Cobbler’ and clap the rhythm. Perform both pulse and rhythm together and alternate.  *I can differentiate between pulse and rhythm*  Show the signs for so and mi (solfege)  *I can create and perform simple melodies using two tones*  Simple songs and games:  Throw the Beanbag (using beanbags)  In the Autumn (using untuned percussion and improvisation)  *I can sing with an awareness of pitch and phrase, following the shape of melody I can set a starting pitch for a song I can sing with good posture and breathing*  ‘Hey Friends’ from Y2 Unit 1 (Charanga). Play the song and talk about its structure.  create a short piece together.  Improvise on C-D-E of the chime bars, along with a short section of a backing track of the song.  Look at graphic score composition  Learn to sing ‘Music is in my Soul’.  Learn the glockenspiel accompaniments for the song.  Songs for the season: Jack O Lantern/Skeleton Stomp  **AUTUMN 2**  Show pictures to tell the story of The Nutcracker, used in Tchaikovsky’s ballet.  Listen to the music from ‘Trepak’, the Russian Dance. What does it make them think about? Which part of the story could this be from? Make some moves to match the music.  Teach words to perform the rhythms of the music together (see BBC Ten Pieces notes). Then try and clap without saying the words. Perform it with the recording. Play with untune instruments - hand drums, tambourines, rhythm sticks, triangles and cymbals.  Learn a waltz has three beats. Use untuned percussion to perform an ‘um pa pa’ rhythm pattern.  Play ‘Waltz of the Flowers’ from The Nutcracker. Which part of the story is this? Show a performance by an orchestra. Identify the instruments being played.  Using chime bars and xylophones, add harmony to a waltz ‘oom pah pah’.  Starlight, Starbright – Teach the song and add tuned percussion instruments.  Christmas Nativity | **SPRING 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music.*  Learn the Hi-lo Chickalo song with a ‘pitch pencil’/work with a partner with adapted actions. -Sing ‘Who stole my Chickens and my hens’ and clap in the correct place.  *I can differentiate between high and low sounds I can show changes in pitch;I can copy a simple rhythm*  -Listen to ‘Hens and Cocks’ from Carnival of the Animals and guess the animal. Use the other side of the chime bar beater to tap like the birds.  *I can choose sounds to represent ideas*  Learn to play ‘Dance Chimp’/’Cats and Dogs’ on the chime bars (using notation knowledge to read the music, using 2 notes on the chime bars)  *I can recognise crotchets, crotchet rests, quavers, read and perform them; I can read and perform simple melodies.*  Learn and perform ‘Dragon Dance’ for Lunar New Year, using untuned percussion.  *I can accompany songs with thought to the meaning/mood*  Listen to Saint Saens’ ‘Aquarium’ and use instruments to create and aquarium sound.  *I can take turns at pattern making;I can put my composed sounds together with someone else’s. I can choose sounds to represent ideas.*  **SPRING 2** | **SUMMER 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music.* |

**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| --- | --- | --- |
| **AUTUMN 1**  Differentiate between the pulse and rhythm by demonstration  Clap the pulse and repeat a rhythm in a known piece of music  Sing or play part of a known song  **AUTUMN 2**  Identify learnt pieces of music as being from ‘The Nutcracker’  Know a waltz has 3 beats. | **SPRING 1**  Demonstrate what high and low sounds are  Read simple notation on a musical stave (crotchets/quavers and crotchet rests) on at least one note  Create sounds on tuned or untuned percussion to represent a theme, such as ‘Aquarium’ |  |

| **Children working at below Age Related Expectations in HISTORY at the end of Year 2:** |
| --- |