

Year 2	Music Long Term Overview					
	Autumn 1 Genre: Jazz	Autumn 2 Genre: Jazz	Spring 1 Genre: Film music	Spring 2 Genre: Film music	Summer 1 Genre: Late Romantic	Summer 2 Genre: Late Romantic
Unit of work Driving Question	How does music help us make friends?  Composing: Creating simple patterns	How does music tell stories about the past?  Composing: Music to describe the story 'Sharing a shell'	How does music make the world a better place?  Composing: Space story music	How does music teach us about our neighbourhood?  Composing: Space soundscape	How does music make us happy?  Composing: Improvising using CDE in 4/4 time	How does music teach us about looking after our planet?  Composing-Using quavers and rests
Composer Study:	Composer study: Duke Ellington	Composer study: Duke Ellington	Composer study: Hans Zimmer	Composer study: Hans Zimmer	Composer study: Edward Elgar	Composer study: Edward Elgar
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					

## Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

<p><b>What we need to know</b> Red Hill Riches</p>	<p>To know what a musical pattern is.</p> <p>To know the names of some of the instruments found in a jazz band.</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know the difference between rehearsing and performing a song.</p>	<p>To know that unison is everyone singing at the same time.</p> <p>To know why we need to warm up our voices.</p>	<p>To know what a rest is.</p> <p>To know what stick notation is.</p>	<p>To know the conductor's symbols for changes in dynamics.</p> <p>To know what a crotchet is.</p>	<p>To know what dot notation is.</p> <p>To know what a quaver is.</p>
<p><b>Links to prior knowledge (footprints)</b></p>	<p>Year 1-Scott Joplin-Ragtime</p>		<p>Reception-sea soundscape Year 1-transport soundscape</p>		<p>Reception-Minibeast music</p>	
<p><b>Vocabulary</b></p>	<p>Dynamics Crescendo Decrescendo Pause Stick notation Dot notation Crotchet Quaver Rest</p>					
<p><b>Disciplinary Knowledge</b> Musicianship: Understanding Music</p>	<ul style="list-style-type: none"> <li>● Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo.</li> <li>● Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>● Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low)</li> <li>● Recognise dot notation and match it to 3-note tunes played on tuned percussion</li> </ul>					
<p><b>Disciplinary Knowledge</b> Listening</p>	<ul style="list-style-type: none"> <li>● Identify the beat (<b>pulse</b>) of a tune.</li> <li>● Copy and also create rhythms for others to copy using names, colours, animals or other words.</li> <li>● Recognise changes in <b>pitch and dynamics</b>.</li> <li>● Identify more instruments by the sound that they make.</li> <li>● Discuss how songs make you and others feel.</li> </ul>					

## Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

<p>Disciplinary Knowledge Singing</p>	<ul style="list-style-type: none"> <li>• Demonstrate good singing posture</li> <li>• Sing songs from memory and/or from notation</li> <li>• Sing to communicate the meaning of the words</li> <li>• Sing in unison and sometimes in parts</li> <li>• Add actions to a song</li> <li>• Sing songs with increasing vocal control and accurate pitch.</li> <li>• Know the meaning of <b>dynamics and tempo</b> and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (<b>crescendo, decrescendo, pause</b>)</li> <li>• Sing short phrases independently within a singing game or short song.</li> </ul>
<p>Disciplinary Knowledge Performing</p>	<ul style="list-style-type: none"> <li>• Play a musical part in time with a steady pulse.</li> <li>• Listen to and follow musical instructions from a leader (conductor)</li> <li>• Talk about the difference between rehearsing a song and performing it</li> </ul>
<p>Disciplinary Knowledge Composing</p>	<p><b>Whole Class</b></p> <ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch)</li> <li>• Create short, pitch patterns up to three notes.</li> <li>• Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests.</li> <li>• Use symbols to keep a record of composed pieces.</li> </ul> <p><b>Improvisation</b></p> <p>Work with a partner to improvise simple question and answer phrases to be sing and played on untuned percussion.</p>