



MUSIC s Year 2 s Medium Term Plan
Unit 1: West African Call and Response songs



| Lesson | Learning Objective | Success Criteria | National Curriculum Links | Vocabulary | Resources |
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| One: Going on Safari | To create short sequences of sound. | <ul style="list-style-type: none"> - I can vary my animal sounds by changing my: <ul style="list-style-type: none"> o tempo (speed s fast and slow); o dynamics (volume s loud and quiet). - I can create different timbre (sounds) from the same instrument. - I can work as a group, using tempo and dynamics when creating a short section of sound that represents an animal | Play tuned and untuned instruments musically. | Dynamics | Skills video Tuned and untuned instruments |
| Two: Looking at rhythmic beats | To copy a short rhythm. | <ul style="list-style-type: none"> - I can describe my ideas about a piece of music. - I can accurately copy a rhythm by clapping. - I can clap a rhythm in time with the music. | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Marimba Percussion Rhythm Tempo | Rhythmic safari video Percussion instruments Marimba Class by Neil Sidwell |

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| <p>Three: Call and Response</p> | <p>To learn a traditional song from Ghana.</p> | <ul style="list-style-type: none"> - I can explain what call and response means in music. - I can sing along in time to the response parts of the 'Che Che Kule' song. - I can perform a call and response song with actions. | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> | <p>Call Response Rhythm</p> | <p>Presentation: Speak like an expert. Presentation: Che Che Kule. Link: 'Sing with Sandra - Che Che Kule' on Video Link</p> |
| <p>Four: Making rhythmic responses</p> | <p>To create rhythms based on call and response.</p> | <ul style="list-style-type: none"> - I can work with my partner to think of a question (call) and a short answer (response) about animals. - I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. - I can work with my group to choose a | <p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Call Response Rhythm Structure</p> | <p>Presentation: Che Che Kule. Presentation: Questions and answers. Untuned percussion instruments</p> |

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| | | <p>structure for our rhythms.</p> <ul style="list-style-type: none"> - I can record this structure in the right order. | | | |
| <p>Five: Developping and performing compositions</p> | <p>To add dynamics (volume) to a structure of rhythms.</p> | <ul style="list-style-type: none"> - I can play my composition using a simple rhythm on an untuned percussion instrument. - My group can improve our song by changing the dynamics (the volume). - I can perform my call and response rhythm. - I can give feedback to my classmates about their performances. | <p>Play tuned and untuned instruments <u>musically</u></p> | <p>Call Response Rhythm Structure</p> | <p>Presentation: Brain dump. Presentation: Questions and answers. Untuned percussion instruments Whiteboard and pens</p> |
| <p>Assessment: Pupils with secure understanding indicated by: performing their composition and staying in time with their group. Pupils working at greater depth indicated by: performing their piece with confidence with the inclusion of dynamics.</p> | | | | | |



MUSIC s Year 2 s Medium Term Plan
Unit 2: On this Island s British Songs and Sounds

| Lesson | Learning Objective | Success Criteria | National Curriculum Links | Vocabulary | Resources |
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| One: To learn about the music of the British Isles | To sing a song confidently | - I can sing a song confidently | Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music Listen with concentration and understanding to a range of high-quality live and recorded music | Dynamics Pitch Structure Texture Timbre Tempo | Presentation s Folk Song Lyrics My Bonnie Lies Over the Ocean |
| Two: To listen to countryside sounds | To create a musical soundscape | - I can create a musical soundscape - To find different ways to create sound | Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music Listen with concentration and understanding to a range of high-quality live and recorded music | Dynamics Pitch Structure Texture Timbre Tempo | Teacher video: Folk song Teacher skills video: KS1 Singing Teacher video: Musical vocabulary |
| Three: Looking at musical vocabulary | To use musical vocabulary to talk about the music I hear | - I can use musical vocabulary to talk about the music I hear | - use their voices expressively and creatively by singing songs and speaking chants and rhymes | Duration Dynamics Pitch Structure | Presentation: City Image |

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| | | | <ul style="list-style-type: none"> - play tuned and untuned instruments musically - experiment with, create, select and combine sounds using the inter-related dimensions of music - listen with concentration and understanding to a range of high-quality live and recorded music | <p>Texture Timbre Tempo</p> | |
| Four: Structured Soundscapes | To compose a piece of music as part of a group | <ul style="list-style-type: none"> - I can work in a group to create a musical soundscape - I can add structure to a piece of music - I can use musical vocabulary to talk about the music I hear | <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - experiment with, create, select and combine sounds using the inter-related dimensions of music - listen with concentration and understanding to a range of high-quality live and recorded music | <p>Duration Dynamics Pitch Structure Texture Timbre Tempo Inspiration Composition</p> | <p>Teacher video: Musical vocabulary</p> <p>Untuned and tuned instruments</p> |
| Five: Journey through Britain | To evaluate and improve a group composition | <ul style="list-style-type: none"> - I can work in a group to compose a piece of music - I can evaluate my composition - I can perform my piece confidently and accurately | <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - experiment with, create, select and combine sounds using the inter-related dimensions of music | <p>Duration Dynamics Pitch Structure Texture Timbre Tempo Composition Inspiration</p> | <p>Presentation: Folk Song lyrics</p> |

Assessment:

Pupils with secure understanding indicated by: Working as part of a group, contributing musically to the final performance and creating a piece that clearly represents a particular environment.

Pupils working at greater depth indicated by: Composing and performing a piece with a clear structure, layering multiple different sounds.



Music s Year k s Medium Term Plan
Unit 3: Myths and Legends



| Lesson | Learning Objective | Success Criteria | National Curriculum Links | Vocabulary | Resources |
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| One: Rhythm and Structure | To create a rhythm | <ul style="list-style-type: none"> - I can create different rhythms - I can put rhythms into an order or structure | <ul style="list-style-type: none"> - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music | Rhythm Structure Texture Myth Legend | Link: on Video Link Presentation: St George audio file |
| Two: Structured Graphic Score | To show structure on a graphic score | <ul style="list-style-type: none"> - I know what a graphic score is - I know the structure of a piece of music from its graphic score | <ul style="list-style-type: none"> - listen with concentration and understanding to a range of high-quality live and recorded music | Beat Dynamics Graphic score Notation Staff notation Rhythm Pitch Timbre Structure Texture | Presentation: Structure score Individual whiteboards and pens Post-it notes |
| Three: Layered Graphic Score | To write a graphic score to show texture | <ul style="list-style-type: none"> - I can show different musical layers on a graphic score. - I describe what texture means in music | <ul style="list-style-type: none"> - listen with concentration and understanding to a range of high-quality live and recorded music | Beat Dynamics Graphic score Notation Rhythm Pitch Timbre Tempo Structure Texture | Presentation: Graphic score Presentation: Offenbach audio file Individual whiteboards and pens |

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| Four: Compose with Structure | To compose a piece of music with a given structure | <ul style="list-style-type: none"> - I can use the structure I am given to compose a piece of music - I can work as part of a group | <ul style="list-style-type: none"> - play tuned and untuned instruments musically - experiment with, create, select and combine sounds using the inter-related dimensions of music | Compose Composition Graphic score Melody Rhythm Structure Texture | Whiteboards and pens Tuned instruments (one per group). Untuned instruments (four per group) |
| Five: Rehearse and Perform | To perform a group composition | <ul style="list-style-type: none"> - I work well as part of a group by listening to others - I can perform my composition correctly from a graphic score | <ul style="list-style-type: none"> - play tuned and untuned instruments musically | Compose Composition Graphic score Melody Rhythm Structure Texture Tempo | Completed structure sheets Tuned instruments (one per group). Untuned instruments (four per group). |

Assessment:

Pupils with secure understanding indicated by: Performing their composition accurately, following the structure score.

Pupils working at greater depth indicated by: Adding musical detail to their composition such as dynamics and tempo changes.