

Wilbury Primary School Music Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Unit of work	African Rhythms	Melody Makers	Under the Sea	British Song	Musical Games and Dances
Link to Programme of study	<p>Pupils should be taught to:</p> <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 • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 				
Composite knowledge	<p>What is a call and response?</p> <p>How can we perform a rhythm part in a song with different rhythms?</p>	<p>What are the musical note names?</p> <p>How can we distinguish between different melodies?</p>	<p>What words can we use to describe musical contrasts?</p> <p>How do we perform musical contrasts?</p>	<p>How do we listen carefully to music?</p> <p>How do we sing with confidence?</p>	<p>How can we keep a repeating rhythm accurate as we get faster?</p> <p>What kinds of music are easier to dance to?</p> <p>How can we compose our own body percussion rhythms?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p>Performance Singing short songs from memory with melodic and rhythmic accuracy</p> <p>Copying longer rhythmic patterns on untuned percussion instruments</p> <p>Listening Listening to and repeating a short, simple rhythm and melody by ear</p> <p>Composition Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given character or idea</p> <p>Music History Becoming familiar with traditional African songs</p>	<p>Performance Singing back short melodic patterns by ear and playing short melodic patterns from letter notation</p> <p>Listening Listening to and repeating a short, simple melody by ear.</p> <p>Beginning to use musical vocabulary to describe music</p> <p>Composition Creating simple melodies from 5 or more notes</p> <p>Music History Becoming familiar with popular traditional melodies (nursery rhymes etc)</p>	<p>Performance Performing expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Listening Listening to and recognising instrumentation</p> <p>Recognising timbre changes in music they listen to</p> <p>Music History To become familiar with film music</p>	<p>Performance Singing short songs from memory with melodic and rhythmic accuracy</p> <p>Using voices expressively when singing, including the use of basic dynamics</p> <p>Listening Beginning to use musical vocabulary to describe music</p> <p>Recognising structural features in music they listen to</p> <p>Composition Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Music History To become familiar with traditional British song</p>	<p>Performance Performing expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Singing short songs from memory with melodic and rhythmic accuracy</p> <p>Listening Listening to and recognising instrumentation</p> <p>Recognising structural features in music they listen to</p> <p>Suggesting improvements to their own and others' work</p> <p>Composition Successfully combining and layering several instrumental and vocal patterns within a given structure</p> <p>Using letter name and graphic notation to represent the details of their composition</p> <p>Beginning to suggest improvements to their own work</p> <p>Music History To become familiar with traditional and classical Polish music</p>
<p>vocabulary</p>	<p>Tempo, rhythm, dynamics, call and response, structure, notation, percussion, duration</p>	<p>Tune, melody, pitches, notes, lyrics, notation, stave, chime bars</p>	<p>Pulse, tempo, timbre, rhythm, texture, dynamics, celeste, pitch, structure, graphic score</p>	<p>Composition, dynamics, pitch, tempo, duration, inspiration, structure, texture, timbre</p>	<p>Beat, 4-beats in a bar, pitch, solo, accompaniment, tuned percussion, untuned percussion, dance, body percussion, accelerando</p>

Links to prior knowledge	Key rhythm links to Y1 Making Music	Key melody links to Y1 Peter and the Wolf and Musical Stories	Key musical vocabulary links to Y1 by the Sea and Y2 African Rhythms	Key vocal performance links to Y1 Carnival of the Animals	Key rhythm and movement links to Y1 Come Dance with Me
Key knowledge for assessment	<p>To be able to copy a short, simple melody and rhythm using the voice and an untuned percussion instrument</p> <p>To be able to describe the features of call and response songs</p> <p>To be able to maintain a rhythm in a multi-part piece</p>	<p>To be able to recognise and distinguish between familiar melodies</p> <p>To be able to identify some notes correctly on the stave</p>	<p>To understand key musical vocabulary such as dynamics, pitch, pulse, rhythm, structure, tempo, texture and timbre</p>	<p>To be able to evaluate and improve a group performance</p> <p>To be able to perform confidently as part of a group</p>	<p>To be able to keep a repeating rhythm accurate as we get faster</p> <p>To be able to compose body percussion rhythms that fit into a 4 beat phrase</p> <p>To be able to move in time to music</p>
Cross-curricular links			There are links here to Geography topics on Oceans	There are links here to Geography topics on the UK	There are links to Dance