



## Y2 Music Overview (with reference to Westdale's Music Learning Progression)



TERM/LEARNING OBJECTIVES:	ACTIVITIES/SONGS:	ASSESSMENT:
<p><b>Autumn 1: HARVEST/PIRATES/TIMBRE/ORCHESTRA</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· that there are four main families of orchestral instruments (and their names: strings, brass, woodwind, percussion)</li> <li>· the names of at least 3/4 orchestral instruments.</li> <li>· how to identify at least 3 or 4 orchestral instruments by their sound.</li> <li>· how to sing more challenging songs in ensemble with increasing control and expression.</li> <li>· how to sing in two parts: rounds</li> <li>· how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and responding in various ways, developing a broader understanding of the range of music available.</li> </ul>	<ul style="list-style-type: none"> <li>· Harvest songs</li> <li>· Pirate songs (Sail the Seven Seas, When I was one, Alley alley oh, Cape Cod Chanty, Long Legged Sailor, My paddle's keen and bright (round))</li> <li>· Rehearse songs with attention to breathing, diction, tone production and character (GD – help to lead the round)</li> <li>· Live instrumental demonstrations (flute and violin) with Q and A, explanations of how the sound is produced, what different sorts of music can be played).</li> <li>· Various video examples in many styles of all the families of instruments and the full orchestra, responding with actions and discussion.</li> <li>· Instrument sorting games</li> <li>· Listening quizzes/worksheets.</li> <li>· Colouring stand-up orchestra for wall display with sound buttons to embed knowledge.</li> </ul>	<p><b>Criteria:</b> Identifying 3 orchestral instruments by their sound. Singing in two parts: round.  <b>Methods:</b> Quiz, observation during lessons and performance.  <b>Evidence:</b> Ipad recording, teacher's notes, quiz sheets.</p>
<p><b>Autumn 2: CHRISTMAS PRODUCTION/GEOGRAPHY/SINGING</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to sing in ensemble with increasing control and expression.</li> <li>· how to reflect on ways to improve my own performance with greater attention to detail (eg diction, expression, breathing, neatness, facial expression, dynamics)</li> <li>· [opportunities for some pupils to pursue greater depth of knowledge through adding instrumental/vocal solos/small groups to the production performance].</li> </ul>	<ul style="list-style-type: none"> <li>· Rehearse Christmas production songs with attention to breathing, diction, tone production, character and dynamics.</li> <li>· Record rehearsal performances on ipad, watch back and reflect as a group, then make improvements to performance quality.</li> <li>· Add glockenspiels to 'Tree of Light'.</li> <li>· Audition and rehearse soloists/small groups for 'Kuyimba', 'Alleluia' and 'Come to the Manger'.</li> <li>· Responding to music through movement/dance – various opportunities within the production (eg Poland, China).</li> </ul>	<p><b>Criteria:</b> Singing with increasing control and expression.  <b>Methods:</b> Observation.  <b>Evidence:</b> Ipad recording, teacher's notes.</p>
<p><b>Spring 1 and 2: UKULELE/SPRING CONCERT</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how notes can be combined to make different harmonic effects: next door notes and notes a leap apart</li> <li>· how to play a non-percussion instrument with sound technique, controlling pitch, pulse, dynamics and rhythm.</li> <li>· how to maintain my own instrumental part in a group of at least 2 parts.</li> <li>· how to reflect on ways to improve my own performance with greater attention to detail (eg dynamics, accuracy, playing technique)</li> <li>· how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and respond in various ways, developing a broader understanding of the range of music available.</li> <li>· how to internalise beat/pulse and rhythm</li> <li>· how to improvise a short, simple rhythm within given parameters</li> </ul>	<ul style="list-style-type: none"> <li>· H. E. L. O. warm-up song.</li> <li>· Whole class ukulele lessons(names of parts of ukulele, the 4 strings, posture, rest strokes, thumb brush strums, finger strumming, finger numbers, chords C Major and A minor, controlling dynamics and pitch).</li> <li>· Tunes: My Dog has fleas, A Sailor went to Sea, Row, row, row, Rainy patterns, First you make your fingers click, London Bridge, One man went to mow, Stringalong Rag, What shall we do, Starlight Starbright, He's got the whole world, my paddle's keen and bright.</li> <li>· Record rehearsal performances on ipad, watch back and reflect as a group, then make improvements.</li> <li>· Rhythm flashcards ( minims, crotchets and crotchet rests)</li> <li>· Copycat rhythms and plug the gap game (using claves/clapping, then ukuleles)</li> <li>· 2sequence (Purple Mash) – create a composition as a group using smartboard, then encourage further exploration in class and at home (via ClassDojo message)</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>· Playing a tune on ukulele with sound technique, controlling dynamics and pitch.</li> <li>· Improvising a simple 4-beat rhythm within given parameters.</li> </ul> <p><b>Methods:</b> Observation, plug the gap game.  <b>Evidence:</b> Ipad recordings, teacher's notes.</p>
<p><b>Summer 1: COMPOSITION/STAFF NOTATION/GLOCKENSPIELS/MINIBEASTS.</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to read and respond to some standard notation including simple staff notation.</li> <li>· how to play a more challenging glockenspiel melody accurately, with repeated notes, steps and leaps and a larger pitch range (up to an octave)</li> <li>· how to notate a simple melody composition using staff notation.</li> <li>· how to sing longer phrases/sections in small groups or alone.</li> <li>· how to sing more challenging songs in at least two parts: call and response/conversation songs.</li> <li>· Recognising repeated notes, steps and (large) leaps up and down.</li> </ul>	<ul style="list-style-type: none"> <li>· Revise glockenspiel tunes from year 1</li> <li>· Learn to play some tunes on glockenspiels eg 'Baby Shark' from colour notation.</li> <li>· Introduce staff notation through games on smartboard and flashcards. Floor staves – just 2 notes at first – beaters in 2 hands.</li> <li>· Minibeast composition activity sheet – compose a melody and notate on stave.</li> <li>· Call and response/conversation songs.</li> <li>· Solo singing games eg 'Who stole the cookies', 'Telephone Song'.</li> <li>· Listening quizzes using smartboard and piano/glockenspiels – listen to sounds and respond with hand signals at first to denote repeated notes/steps/leaps, then with tick box quiz.</li> </ul>	<p><b>Criteria:</b> Notating a simple melody composition using staff notation.  <b>Methods:</b> Observation.  <b>Evidence:</b> Ipad recording, composition sheets, teacher's notes</p>
<p><b>Summer 2: LEAVERS' ASSEMBLY/SCENTED GARDEN/CONSOLIDATION/SINGING ALONE/LISTENING</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to distinguish between gradual and sudden changes in dynamics.</li> <li>· how to distinguish between gradual and sudden changes in tempo.</li> <li>· how to sing longer phrases/sections in small groups or alone.</li> <li>· how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and responding in various ways, developing a broader understanding of the range of music available.</li> <li>· how to recognise changes in mood/character.</li> </ul> <p>[· consolidating prior knowledge and vocabulary]</p>	<ul style="list-style-type: none"> <li>· Continuing solo singing games.</li> <li>· Listening quizzes around gradual/sudden changes in dynamics and tempo.</li> <li>· Music with contrasting sections: Drawing pictures to show how the music made them feel/think of, then discussing why this was, bringing in as much vocabulary as possible.</li> <li>· Rehearsing songs for leavers' assembly.</li> </ul>	<p><b>Criteria:</b> Describing music with use of a range of appropriate vocabulary relating to the dimensions of music.  <b>Methods:</b> Observation during discussion, quizzes/activity sheets.  <b>Evidence:</b> Ipad recording, activity sheets, teachers' notes</p>

