Year 2 Autumn 1– Hands, Feet, Heart

https://charanga.com/scheme/1311976-year-2/1312274-hands-feet-heart

Activities	Intended Outcomes	Key Vocabulary and Questions
Listening	Talk about how music makes you feel or want to	Keyboard, drums, bass, electric guitars,
Listen to:The Click Song sung by Miriam Makeba The Lion Sleeps	move e.g. it makes me want jump/laugh/dance	saxophone, trumpet, pulse, rhythm,
Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela	or it makes me feel sad because	pitch, improvise, compose, perform,
You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate		audience, question and answer,
Find the pulse as they are listening to the different pieces of music and	Identify different sound sources and name some	melody, dynamics, tempo.
understand that it is the heartbeat of the music. Use instruments to play in time to the music.	of the instruments that can be heard.	
	Identify the form of a piece of music or song.	
Answer questions such as: Do you like the music? What instruments		
can you hear? What is the style of the music?	Respond to different moods in music and explain	Assessment Opportunities
	thinking about changes in sound	Most children should know that music
		has a steady pulse. Some children will
		know that we can create rhythms from
		words, our names, favourite food,
		colours and animals. Some will know
	Identify the pulse in a piece of music and join in	that rhythms are different from the
<u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding	getting faster and slower together.	pulse. Some will know that we add high
the pulse.	Identify long and short sounds in music.	and low sounds, pitch, when we sing
tile puise.	identity long and short sounds in music.	and play our instruments.
Clap rhythms. Copy back the rhythms they hear. Create their own	Accompanying a chant or song by clapping the	Greater depth children will create their
rhythm for others to copy.	pulse.	own rhythms.
	puise.	I can
	Clap topic words e.g. Ma bels gar den, pot a	Find the pulse
	toes, etc	Copy rhythms
		 Play the glockenspiel along to the cong
		the song
	Learn to find a comfortable singing position	Improvise to the songCompose a simple melody
	Learn to start and stop singing when following a	
Singing	leader	Resources

Learn to sing Hands, Feet, Heart		Glockenspiels
	Follow simple pitch movements with their hands and use high low and middle voices	Percussion instruments
	Begin to recognise phrase length and know when to breathe	
	Use voices expressively and creatively Sing with an awareness of other performers	
	Play a tuned instrumental part that matches their musical challenge, using one of the differentiated	
Diquing	parts (a one-note, simple or medium part)	
Playing Play instrumental parts. Expected to play: G, A + C. Greater depth to play G, A, B + C.	Play the part in time with the steady pulse Listen to and follow musical instructions from a	
	leader	
	Perform simple rhythmical patterns and accompaniments beginning to show an awareness of pulse	
	Create and choose sounds for a specific effect and name the instruments used and explain why it has been chosen	
	Create and choose sounds in response to a given stimulus using un-tuned percussion instruments and identify how different sounds can give a message.	
	Use 2 notes using the tuned percussion to	
Improvisation Improvise with the song Hands, Feet, Heart	improvise and make their own musical patterns.	

Most will use C. Greater depth will play C + D.		
	In a small group use 4/5 percussion instruments to create a composition which can be played over and over and performed to the class	
	Create three simple melodies using one, three or five different notes.	
<u>Composition</u> Compose with the song Hands, Feet, Heart Most will use C + D. Greater depth will use C, D + E or C, D, E, F + G	Learn how the notes of the composition can be written down and changed if necessary.	
	Think about others when performing and work as part of a group.	
	Say how they felt about a performance and talk about how it could be improved next time.	
Perform & Share		
Perform Hands, Feet, Heart as a year group to the school during an assembly		

Year 2 Autumn 2– Christmas

https://charanga.com/scheme/1311976-year-2/1312299-ho-ho-ho

Activities	Intended Outcomes	Key Vocabulary and Questions
Listening Listen to: Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz) Find the pulse as they are listening to the different pieces of music and understand that it is the heartbeat of the music. Use instruments to	Talk about how music makes you feel or want to move e.g. it makes me want jump/laugh/dance or it makes me feel sad becauseIdentify different sound sources and name some of the instruments that can be heard.	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.
play in time to the music.	Identify the form of a piece of music or song.	Assessment Opportunities
Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?	Respond to different moods in music and explain thinking about changes in sound	Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food,
<u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding	Identify the pulse in a piece of music and join in getting faster and slower together.	colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high
the pulse.	Identify long and short sounds in music.	and low sounds, pitch, when we sing and play our instruments.
Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.	Accompanying a chant or song by clapping the pulse.	Greater depth children will create their own rhythms. l can
	Create own rhythms using topic words e.g. Christ- mas star, twink-ling lights etc	 Find the pulse Copy rhythms Play the glockenspiel along to the song
	Learn to find a comfortable singing position	 Improvise to the song Compose a simple melody

	Learn to start and stop singing when following a	Resources
Singing	leader	Glockenspiels
Sing and rap together and in time – Ho ho ho		
	Follow simple pitch movements with their hands	Percussion instruments
Learn and sing a variety of Christmas songs/carols.	and use high low and middle voices	
	Begin to recognise phrase length and know when to breathe Use voices expressively and creatively Sing with an awareness of other performers	
	Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)	
Playing Play percussion instruments accurately and in time. Most will play G, A	Play the part in time with the steady pulse	
+ B.	Listen to and follow musical instructions from a leader	
	Perform simple rhythmical patterns and accompaniments beginning to show an awareness of pulse	
	Create and choose sounds for a specific effect and name the instruments used and explain why it has been chosen	
Improvisation		
Make up suitable rhythms to accompany some of the Christmas songs	Think about others when performing and work as part of a group.	

	Say how they felt about a performance and talk about how it could be improved next time.	
Perform & Share Perform the Christmas songs to a variety of audiences.		

Year 2 Spring 1 – I Wanna Play in a Band

https://charanga.com/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band

Activities	Intended Outcomes	Key Vocabulary and Questions
Listening	Talk about how music makes you feel or want to	Keyboard, drums, bass, electric guitar,
Listen to: We Will Rock You by Queen Smoke On The Water by Deep	move e.g. it makes me want jump/laugh/dance	Rock, pulse, rhythm, pitch, improvise,
Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	or it makes me feel sad because	compose, perform, audience, melody, dynamics, tempo.
Find the pulse as they are listening to the different pieces of music and	Identify different sound sources and name some	
understand that it is the heartbeat of the music. Use instruments to	of the instruments that can be heard.	
play in time to the music.		Assessment Opportunities
	Identify the form of a piece of music or song.	Most children should know that music
Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?	Respond to different moods in music and explain thinking about changes in sound	has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know
<u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding	Identify the pulse in a piece of music and join in getting faster and slower together.	that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Greater depth children will create their
the pulse.	Identify long and short sounds in music.	own rhythms.
Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.	Accompanying a chant or song by clapping the pulse.	I can • Find the pulse • Copy rhythms
	Create own rhythms using topic words e.g. 16 66, Pu dding lane, Sam uel Pepys	 Play the glockenspiel along to the song Improvise to the song Compose a simple melody
	Learn to find a comfortable singing position	

Singing	Learn to start and stop singing when following a	Resources
Learn to sing I Wanna Play in a Band	leader	Glockenspiels
	Follow simple pitch movements with their hands and use high low and middle voices	Percussion instruments
	Begin to recognise phrase length and know when to breathe	
	Use voices expressively and creatively Sing with an awareness of other performers	
	Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)	
<u>Playing</u> Play instruments accurately and in time. Most will play D + C. Greater	Play the part in time with the steady pulse	
depth will play G, F + C.	Listen to and follow musical instructions from a leader	
	Perform simple rhythmical patterns and accompaniments beginning to show an awareness of pulse	
	Create and choose sounds for a specific effect and name the instruments used and explain why it has been chosen	
	Create and choose sounds in response to a given stimulus using un-tuned percussion instruments and identify how different sounds can give a message.	
	Use 2 notes using the tuned percussion to improvise and make their own musical patterns.	

Improvisation		
Improvise in the lessons. Most will use F. Greater depth will use F + G.		
	In a small group use 4/5 percussion instruments to create a composition which can be played over and over and performed to the class	
	Create three simple melodies using one, three or five different notes.	
<u>Composition</u> Compose a simple melody using simple rhythms, and use as part of the performance. Most will use F, G + A.	Learn how the notes of the composition can be written down and changed if necessary.	
	Think about others when performing and work as part of a group.	
	Say how they felt about a performance and talk about how it could be improved next time.	
Perform & Share		
Perform I Wanna Play in a Band to an audience. Invite another class in		
to be the audience.		

Year 2 Spring 2 – Friendship Song (note this is shown as unit 5 on Charanga)

https://charanga.com/scheme/1311976-year-2/1314286-friendship-song

Activities	Intended Outcomes	Key Vocabulary and Questions
Listening	Talk about how music makes you feel or want to	Keyboard, drums, bass, glockenspiel,
Listen to: Count On Me by Bruno Mars We Go Together (from the	move e.g. it makes me want jump/laugh/dance	pulse, rhythm, pitch, improvise,
Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's	or it makes me feel sad because	compose, perform, audience, melody,
What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick		dynamics, tempo.
with Elton John You've Got A Friend In Me by Randy Newman	Identify different sound sources and name some	
Find the pulse as they are listening to the different pieces of music and	of the instruments that can be heard.	
understand that it is the heartbeat of the music. Use instruments to		Assessment Opportunities
play in time to the music.	Identify the form of a piece of music or song.	Most children should know that music
		has a steady pulse. Some children will
Answer questions such as: Do you like the music? What instruments	Respond to different moods in music and explain	know that we can create rhythms from
can you hear? What is the style of the music?	thinking about changes in sound	words, our names, favourite food,
		colours and animals. Some will know
		that rhythms are different from the
		pulse. Some will know that we add high
		and low sounds, pitch, when we sing
A A STOCK A SIT 111.	Identify the pulse in a piece of music and join in	and play our instruments.
Musical Activities	getting faster and slower together.	Greater depth children will create their
Find the pulse and march in time with the pulse. Be an animal finding		own rhythms.
the pulse.	Identify long and short sounds in music.	I can
Clap rhythms. Copy back the rhythms they hear. Create their own	Accompanying a chart or cong by clanning the	Find the pulse
	Accompanying a chant or song by clapping the	Copy rhythms
rhythm for others to copy.	pulse.	 Play the glockenspiel along to
		the song
	Learn to find a comfortable singing position	 Improvise to the song
		Compose a simple melody
	Learn to start and stop singing when following a	
	leader	Resources
		Nesources

Singing		Glockenspiels
Learn to sing I Wanna Play in a Band	Follow simple pitch movements with their hands and use high low and middle voices	Percussion instruments
	Begin to recognise phrase length and know when to breathe	
	Use voices expressively and creatively Sing with an awareness of other performers	
	Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)	
Playing	Play the part in time with the steady pulse	
Playing Play instruments accurately and in time. Most play E + G. Greater depth will play C	Listen to and follow musical instructions from a leader	
	Perform simple rhythmical patterns and accompaniments beginning to show an awareness of pulse	
	Create and choose sounds for a specific effect and name the instruments used and explain why it has been chosen	
	Create and choose sounds in response to a given stimulus using un-tuned percussion instruments and identify how different sounds can give a message.	
	Use 2 notes using the tuned percussion to improvise and make their own musical patterns.	

Improvisation Improvise in the lessons and as part of the performance. Most will use C. Greater depth will use C + D.	In a small group use 4/5 percussion instruments to create a composition which can be played over and over and performed to the class	
	Create three simple melodies using one, three or five different notes.	
Composition	Learn how the notes of the composition can be written down and changed if necessary.	
Compose a simple melody using simple rhythms, and use as part of the performance. Most will use E + G. Greater depth will use E, G A + B.	Think about others when performing and work as part of a group.	
	Say how they felt about a performance and talk about how it could be improved next time.	
<u>Perform & Share</u> Perform The Friendship Song to an audience. Invite another class in to be the audience.		

Year 2 Summer 1 – Zootime (note this is shown as unit 4 on Charanga) https://charanga.com/scheme/1311976-year-2/1313449-zootime

Activities Intended Outcomes **Key Vocabulary and Questions** Talk about how music makes you feel or want to Keyboard, drums, bass, electric guitar, Listening move e.g. it makes me want jump/laugh/dance Listen to: Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Reggae, pulse, rhythm, pitch, improvise, Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy or it makes me feel sad because... compose, perform, audience, melody, Clif dynamics, tempo. Find the pulse as they are listening to the different pieces of music and Identify different sound sources and name some understand that it is the heartbeat of the music. Use instruments to of the instruments that can be heard. play in time to the music. **Assessment Opportunities** Identify the form of a piece of music or song. Most children should know that music Answer questions such as: Do you like the music? What instruments has a steady pulse. Some children will can you hear? What is the style of the music? Respond to different moods in music and explain know that we can create rhythms from thinking about changes in sound words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high Identify the pulse in a piece of music and join in and low sounds, pitch, when we sing getting faster and slower together. **Musical Activities** and play our instruments. Find the pulse and march in time with the pulse. Be an animal finding Greater depth children will create their Identify long and short sounds in music. the pulse. own rhythms. I can... Clap rhythms. Copy back the rhythms they hear. Create their own Accompanying a chant or song by clapping the Find the pulse • rhythm for others to copy. pulse. Copy rhythms Play the glockenspiel along to ٠ the song Improvise to the song Learn to find a comfortable singing position Compose a simple melody Singing Learn to start and stop singing when following a Learn to sing Zootime leader

	Follow simple pitch movements with their hands	Resources
	and use high low and middle voices	Glockenspiels
	Begin to recognise phrase length and know when to breathe	Percussion instruments
	Use voices expressively and creatively Sing with an awareness of other performers	
	sing with an awareness of other performers	
<u>Playing</u> Play instruments accurately and in time. Some will use C. Greater depth will use C + D.	Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)	
	Play the part in time with the steady pulse	
	Listen to and follow musical instructions from a leader	
	Perform simple rhythmical patterns and	
	accompaniments beginning to show an	
Improvisation Improvise in the lessons and the performance. Some will use C. Greater depth will use C + D.	awareness of pulse	
	Create and choose sounds for a specific effect and name the instruments used and explain why	
	it has been chosen	
	Create and choose sounds in response to a given stimulus using un-tuned percussion instruments and identify how different sounds can give a message.	
	Use 2 notes using the tuned percussion to	
	improvise and make their own musical patterns.	

	In a small group use 4/5 percussion instruments to create a composition which can be played over and over and performed to the class	
<u>Composition</u> Compose a simple melody using simple rhythms, and use as part of the	Create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be	
performance. Most will use C +D. Greater depth will use C, D + E.	written down and changed if necessary.	
	Think about others when performing and work as part of a group.	
	Say how they felt about a performance and talk about how it could be improved next time.	
Perform & Share		
Perform Zootime to an audience. Invite another class in to be the audience.		

Year 2 Summer 2 – Reflect, Rewind and Replay

https://charanga.com/scheme/1311976-year-2/1314334-reflect-rewind-and-replay

Activities	Intended Outcomes	Key Vocabulary and Questions
Listening	Talk about how music makes you feel or want to	Keyboard, drums, bass, electric guitar,
Listen to: Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic	move e.g. it makes me want jump/laugh/dance	Reggae, pulse, rhythm, pitch, improvise,
Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On	or it makes me feel sad because	compose, perform, audience, melody, dynamics, tempo
Greensleeves by Ralph Vaughn Williams – 20th century Dance of The	Identify different sound sources and name some	dynamics, tempo
Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die	of the instruments that can be heard.	
Roboter) by Kraftwerk – Contemporary	of the instruments that can be heard.	
Find the pulse as they are listening to the different pieces of music and	Identify the form of a piece of music or song.	Assessment Opportunities
understand that it is the heartbeat of the music. Use instruments to	identity the form of a piece of music of song.	Most children should know that music
play in time to the music.	Respond to different moods in music and explain	has a steady pulse. Some children will
	thinking about changes in sound	know that we can create rhythms from
Answer questions such as: Do you like the music? What instruments		words, our names, favourite food,
can you hear? What is the style of the music?		colours and animals. Some will know
		that rhythms are different from the
	Identify the pulse in a piece of music and join in	pulse. Some will know that we add high
Musical Activities	getting faster and slower together.	and low sounds, pitch, when we sing
Find the pulse and march in time with the pulse. Be an animal finding		and play our instruments.
the pulse.	Identify long and short sounds in music.	Greater depth children will create their own rhythms.
		l can
Clap rhythms. Copy back the rhythms they hear. Create their own	Accompanying a chant or song by clapping the	Find the pulse
rhythm for others to copy.	pulse.	Copy rhythms
		 Play the glockenspiel along to
	Leave to find a comfortable singing a stiller	the song
	Learn to find a comfortable singing position	 Improvise to the song
Singing	Learn to start and stop singing when following a	Compose a simple melody
Re-cap of the songs learnt this year.	leader	
		Resources

Learn songs for the Year 2 end of term concert	Follow simple pitch movements with their hands	Glockenspiels
	and use high low and middle voices	
		Percussion instruments
	Begin to recognise phrase length and know when	
	to breathe	
	Use voices expressively and creatively	
	Sing with an awareness of other performers	
	Play a tuned instrumental part that matches their	
	musical challenge, using one of the differentiated	
	parts (a one-note, simple or medium part)	
Playing	Play the part in time with the steady pulse	
Play instruments accurately and in time to some of the songs in the		
concert.	Listen to and follow musical instructions from a	
	leader	
	Perform simple rhythmical patterns and	
	accompaniments beginning to show an	
	awareness of pulse	
	Think about others when performing and work as	
	part of a group.	
	Say how they felt about a performance and talk	
	about how it could be improved next time.	
Perform & Share		
Perform the concert to a variety of audiences.		