

## Music Scheme of Work

### 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
<p><u>Listening</u> Listen to: The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloz by Arthur Mafokate 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 play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.</p> <p><u>Singing</u></p>	<p>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 because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound</p> <p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompanying a chant or song by clapping the pulse.</p> <p>Clap topic words e.g. Ma bels gar den, pot a toes, etc</p> <p>Learn to find a comfortable singing position</p> <p>Learn to start and stop singing when following a leader</p>	<p>Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p>
		<p><b>Assessment Opportunities</b></p> <p>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 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 own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> <li>Find the pulse</li> <li>Copy rhythms</li> <li>Play the glockenspiel along to the song</li> <li>Improvise to the song</li> <li>Compose a simple melody</li> </ul>
		<p><b>Resources</b></p>



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

### Year 2 Autumn 2– Christmas

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

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Listening</u> 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 play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.</p>	<p>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 because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound</p> <p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompanying a chant or song by clapping the pulse.</p> <p>Create own rhythms using topic words e.g. Christmas star, twink-ling lights etc</p> <p>Learn to find a comfortable singing position</p>	Assessment Opportunities
		<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p> <p>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 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 own rhythms.</p> <p>I can...</p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Copy rhythms</li> <li>• Play the glockenspiel along to the song</li> <li>• Improvise to the song</li> <li>• Compose a simple melody</li> </ul>



Perform & Share

Perform the Christmas songs to a variety of audiences.

Say how they felt about a performance and talk about how it could be improved next time.

## Music Scheme of Work

### 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
<p><u>Listening</u> Listen to: We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles 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 play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.</p>	<p>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 because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound</p> <p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompanying a chant or song by clapping the pulse.</p> <p>Create own rhythms using topic words e.g. 16 66, Pu dding lane, Sam uel Pepys</p> <p>Learn to find a comfortable singing position</p>	Assessment Opportunities
		<p>Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>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 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 own rhythms. I can...</p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Copy rhythms</li> <li>• Play the glockenspiel along to the song</li> <li>• Improvise to the song</li> <li>• Compose a simple melody</li> </ul>





### 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.

### Composition

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.

## Music Scheme of Work

### 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
<p><u>Listening</u> Listen to: Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman 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 play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.</p>	<p>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 because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound</p> <p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompanying a chant or song by clapping the pulse.</p> <p>Learn to find a comfortable singing position</p> <p>Learn to start and stop singing when following a leader</p>	<p>Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
		<p><b>Assessment Opportunities</b></p> <p>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 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 own rhythms. I can...</p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Copy rhythms</li> <li>• Play the glockenspiel along to the song</li> <li>• Improvise to the song</li> <li>• Compose a simple melody</li> </ul>
		<p><b>Resources</b></p>

## Singing

## Learn to sing I Wanna Play in a Band

Follow simple pitch movements with their hands  
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)

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 improvise and make their own musical patterns.

## Playing

Play instruments accurately and in time. Most play E + G. Greater depth will play C

Glockenspiels
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## Percussion instruments

### Improvisation

Improvise in the lessons and as part of the performance. Most will use C. Greater depth will use C + D.

### Composition

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.

### Perform & Share

Perform The Friendship Song to an audience. Invite another class in to be the audience.

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.

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.

## Music Scheme of Work

### 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
<p><u>Listening</u> Listen to: Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Clif 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 play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.</p> <p><u>Singing</u> Learn to sing Zootime</p>	<p>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 because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound</p> <p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompanying a chant or song by clapping the pulse.</p> <p>Learn to find a comfortable singing position</p> <p>Learn to start and stop singing when following a leader</p>	<p>Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
		<p><b>Assessment Opportunities</b></p>
		<p>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 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.</p> <p>Greater depth children will create their own rhythms.</p> <p style="text-align: center;">I can...</p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Copy rhythms</li> <li>• Play the glockenspiel along to the song</li> <li>• Improvise to the song</li> <li>• Compose a simple melody</li> </ul>

		Resources
		Glockenspiels  Percussion instruments
<p><u>Playing</u> Play instruments accurately and in time. Some will use C. Greater depth will use C + D.</p>   		

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

### 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
<p><u>Listening</u> Listen to: Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk – Contemporary 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 play in time to the music.</p> <p>Answer questions such as: Do you like the music? What instruments can you hear? What is the style of the music?</p> <p><u>Musical Activities</u> Find the pulse and march in time with the pulse. Be an animal finding the pulse.</p> <p>Clap rhythms. Copy back the rhythms they hear. Create their own rhythm for others to copy.</p> <p><u>Singing</u> Re-cap of the songs learnt this year.</p>	<p>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 because...</p> <p>Identify different sound sources and name some of the instruments that can be heard.</p> <p>Identify the form of a piece of music or song.</p> <p>Respond to different moods in music and explain thinking about changes in sound</p> <p>Identify the pulse in a piece of music and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Accompanying a chant or song by clapping the pulse.</p> <p>Learn to find a comfortable singing position</p> <p>Learn to start and stop singing when following a leader</p>	<p>Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo..</p>
		<p><b>Assessment Opportunities</b></p> <p>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 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 own rhythms. I can...</p> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Copy rhythms</li> <li>• Play the glockenspiel along to the song</li> <li>• Improvise to the song</li> <li>• Compose a simple melody</li> </ul>
		<p><b>Resources</b></p>



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