

Medium Term Plan – Music – Year 2 – Autumn 1: **Performing simple patterns keeping a steady pulse.**

Unit Title: Number

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that music has the dimensions... Pitch, Duration, Dynamic, Structure. - Children know how to use their voices to speak, sing and chant.	Song Verse Chorus Introduction Structure Pulse Rhythm Melody Silence Echo	Session 1 – The rhythm of names - A name has its own rhythm. - Begin by exploring what children can remember about the dimensions of music from last year. - Can we recall the difference between singing and chanting? - Explain that each name has it’s own rhythm. Model – Children clap the rhythm of their names. Where possible, put this into a steady pulse – going round the class. Highlight that we have composed our own music by realising the rhythm of our names. - Children listen to - I will Praise You Lord by Ralph Ward. Discuss the introduction. Count the introduction. Join in where possible with some of the words.
Learning in this unit	Know that: - A name has its own rhythm. - Songs can have a verse/ chorus structure. - The chorus is the repeated part of a song. - Music can have an introduction. - Silence is also part of music making. Know how to: - Realise the rhythm of their own name through clapping it out. - Identify a verse/ chorus structure in a song. - Perform a melodic idea in time to a steady pulse. - Perform a rhythmic idea in time to a steady pulse. - Count, listen and join in after an introduction.		Session 2 – Songs can have a verse/ chorus structure. - Revisit and now learn the song from last week. Did we notice that the song has different sections? Explain about the function of the chorus in a song. - Ask the children to think about what might be happening in each verse. (it tells the story of the song). Practise the song.
NC PoS Mu1: 1.1, 1.3			Session 3 – Perform a melodic/ rhythmic idea in time to a steady pulse. - Listen to – Shuffle – a simple accompaniment backing. Sense the pulse/ Count the beats. - Sing short melodic ideas to the children that they have to copy. My turn – your turn - Clap short rhythmic patterns to the children that they have to clap back. My turn – your turn. - Discuss the fact that silence is also part of music making. We have to wait until it is our turn to join in. Think about waiting and counting in our heads.
			Session 4 - Identify a verse/ chorus structure in a song. - Introduce the Harvest songs for this year. Can we remember Cauliflowers Fluffy? - Explain how important it is when we perform for an audience that we sing confidently. We can do this when we know the song. Explain about how the song is (partly) already within us. - Listen to the Harvest songs. Identify verse/ chorus structure, where appropriate to the song. - Begin to learn and rehearse some of the songs.
			Session 5 – An echo effect can be used in music making - Children practise Harvest Festival songs. - Revisit – I will Praise you Lord. Divide Chorus between girls and boys in an echo effect. Think about waiting and counting until it is our turn to come in. Practise and perform.
Resources	- I will Praise You Lord – Ralph Ward. - Shuffle - Backing Track - Music Express audio tracks		Session 6 – Count, listen and join in after an introduction - Bringing the work of the unit together introduce ME song – Sing Me One. - Children listen to the song and identify the patterns. Create actions to go with the musical patterns. Practise – Perform. - Revisit – Shuffle – video capture, where appropriate.

Medium Term Plan – Music – Year 2 – Autumn 2: **Sing and follow a melody**

Unit Title: Christmas Play Songs

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know what a melody is. - Children can use their voices to sing.	Melody Verse Chorus	Sessions 1 – 2 <i>Establishing</i> - Introduce all of the songs to the children. Carefully listen to each one and then try out the words of the Chorus for each one. - Draw attention to melodic shapes and get the children to listen carefully to voice model backing tracks. Can they follow the rise and fall in the melody? - When confident with chorus sections introduce verses as well.
Learning in this unit NC PoS Mu1: 1.1, 1.3, 1.4	Know that: - The nativity is traditional to Christmas time and can be celebrated through music. Know how to: - Follow the rise and fall in a melody.		Sessions 3 – 4 <i>Developing</i> - Look at and explore key word meanings for each song and think about emphases. - Draw attention to dynamic shaping within songs.
Resources	Out of the Ark (publishers) – song models and backing tracks for the selected nativity production.		Sessions 5 – 6 <i>Deepening</i> - Prepare for performance on stage. - Practise with other children from other classes in the venue. - Use only backing tracks to support performance. - PERFORM to live audience.

Unit Title: Number

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that music has structure. - Children know how to use percussion instruments. - Children know that a cumulative song gets longer/ introduces more ideas as it progresses.	Pitch Duration Dynamic, Tempo Beat Rhythm Pattern	Session 1 – Giorgio Mainerio – Italian Renaissance composer. Pre-learning check - Children listen to - Schiarazula marazula - notice how the simple rhythm of the music has two basic parts to it. Talk about how this was written by an Italian composer who lived between 1535 and 1582 (a long time ago). Why does the music sound old? Can we work out why? (Instruments). Explore the tapping pattern of the beat and the clapping pattern of the rhythm. - Children explore different body percussion for the pattern – work in pairs. - Listen to ME song - Wake Shake – join in.
Learning in this unit NC PoS Mu1: 1.1, 1.2, 1.3, 1.4	Know that: - Giorgio Mainerio was an Italian Renaissance composer who wrote dance music. - Composing music is about ordering sounds/ ideas. - Music can be ordered with a beginning, middle and end. Know how to: - Move to the rhythm of an action rap. - Compose music by trying out ideas and sounds. - Order sounds to create a beginning. - Order sounds to create an ending.	Renaissance Order Beginning Ending Composer Dance Rap Bongo Drum Maraca/ shaker Claves Woodblock Triangles	Session 2 – Composing music is about ordering ideas. - Learn - Wake Shake (cumulative rap). Move to the rhythm of the action rap. - Analyse the patterns in the song. 1, 3, 5, 7,9 – notice how they correspond with the pattern of Scharazula marazula. - What is the order of the actions/ sounds? (feet, knees, hips, hands) - Do we think that this is a good order for the actions- sounds? Children work in groups to try out different sound patterns (clap, bump, knock, stamp) Session 3 – Music can be ordered with a beginning, middle and end. - Revisit - Sing me One -from Autumn term. Do we remember this? Perform with actions. - Introduce - Play me one – Listen carefully to the sound track - Children divided into performance groups using Bongo Drums, Claves/ woodblock, maracas/ shakers and triangles. Try it out together and notice the cumulative pattern of the composition – beginning 1 sound (dong) - next two sounds (be-bop)...and so on - Pattern of the music 1, 2, 3, 4 sounds – (ending 4,3,2,1) - Discuss which sound is used in the beginning/ which sound is used at the end. - Which of the sounds do we think make a good beginning/ ending –why?
Resources	- Music Express videos, audio backing tracks and smart board materials. - Bongo Drums - Maracas/ shakers - Claves/ Woodblocks - Trinagles		Session 4 - Compose music by trying out ideas and sounds - Children invent simple rhythmic ideas using instruments. Can they create what they think is a beginning sound? Can they create what they think is an ending sound? - Can they create what they think might be a good idea for the middle of the music? - Share ideas and discuss as a class. Revisit - Sing me one. Session 5 – Order sounds to create a beginning, middle and end. - Children work together in small groups to create a short piece of music which has a beginning, middle and end. They use instruments from last week. - Perform pieces - Video capture work in progress. Session 6 – Consolidation and Capture - Revisit songs/ music from the unit and video record to highlight work in progress.

Unit Title: Toys

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that composing music is about ordering sounds/ ideas. - Children know that music can be ordered with a beginning, middle and end. - Children know how to select, create and order sounds.	Pitch Duration Dynamic, Tempo Increasing decreasing	Session 1 – Tempo refers to the speed of the music. Pre-learning check. - Display ME – Toys on the move. Listen to Soldier’s march. Which of the pictures match with the music? How could we describe the music? Next listen to Dinosaur stomp – which picture matches? Is this music faster or slower? Next listen to Pogo stick boing – Is it faster or slower? - Explain that we call the speed of the music tempo - Learn the song – Toybox – notice the steady beat and the constant tempo.
Learning in this unit NC PoS Mu1: 1.1, 1.2, 1.3, 1.4	Know that: - Tempo refers to the speed of the music. - Tempo can be adjusted. - Written symbols can represent sounds. - Symbols can be written on a score. Know how to: - Speed up and slow down in a performance. - Use graphic notation to capture musical ideas. - Improve their own work.	Structure Beat Rhythm Pattern Notation Score Symbols Improve Order Beginning Ending Composer Bongo Drum Maraca Shaker Claves Woodblock Triangles	Session 2 – Written symbols can represent sounds. - Children revisit the Toybox song from last week. - Look at Toybox beats, where images/ symbols of the different toys connect with the sounds that we make in the song. Perform actions/ sound words to go with the song. - Sequence different sound cards for - boing, splat, bounce, stomp. Children perform these (in order) to a steady beat. Children create their own order in small groups. - Think together about how these images represent the sounds and how we realise them. Session 3 – Tempo can be adjusted. What is tempo? Can we remember? - Listen to ME song - Scooter girl – what happens to the beat? Speeds up / slows down in different sections. Discuss the fact that the tempo of a piece of music can change. - Learn the song. Sing and feel the speed increasing – decreasing. Practise speeding up and slowing down in performance. Video capture (if appropriate) work in progress
Resources	- Music Express videos, audio backing tracks and smart board materials. - Bongo Drums - Maracas - Shakers - Woodblocks - Triangles - Blank score templates		Session 4 – Symbols can be written on a score - Show children a score made up of five sections- each with a different symbol/ sound corresponding with a different instrument. Explore - What is this score? What is its job? - Model a performance of the score. - Children try out their own ideas for a piece of music that has beginning, middle and ending sounds. They think about the sounds that they want/ order that they want them. Session 5 – Use graphic notation to capture musical ideas - Children notate their ideas on score templates. How can we represent loud/ quiet – long/ short – high/ low. What do we call these dimensions of music? - Ask the children to consider how happy they are with their score – could they improve it in any way? How could we improve it? Discuss clarity/ position/ size of notation. Session 6 – Consolidation and Capture - Rehearsal and performance of some scores with the class as the audience. - Video record some performances, if appropriate.

Unit Title: Islands of Sound

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that graphic notation can represent musical ideas. - Children know that composers write music for people to perform and listen to. - Children know the names of a variety of untuned percussion instruments.	Pitch Pitch pattern Duration Beat Rhythm Pattern Dot Notation Diminish Dynamic Tempo Melody Echo Popular Music Composer Bongo Drum Maraca Shaker Claves Woodblock Triangles Chimes Wooden Agogo Guiro	Session 1 – Lennon and McCartney are British popular music composers of the 20th Century. - Children are introduced to Yellow Submarine – watch video. What is this song about? Have you heard it before? Do you know who the composers are? - Explain about the music of Lennon and McCartney. Talk about how their music has had a big influence on the world as a whole. Explain what popular music is. - Learn to sing the song Yellow Submarine. Can we spot how the music is structured? V/C
Learning in this unit NC PoS Mu1: 1.1, 1.2, 1.3, 1.4	Know that: - John Lennon and Paul McCartney are British popular music composers of the 20th Century. - Yellow Submarine is a world famous song. - Music can be read in the same way that we read a book. Know how to: - Sing the popular song - Yellow Submarine. - Sing an echo effect with diminishing dynamic. - Interpret pitch patterns using dot notation. - Perform pitch patterns/ rhythm patterns from dot notation. - Compose and notate a rhythm pattern using dot notation.		Session 2 – Sing an echo effect with diminishing dynamic. Revisit Yellow Submarine from last week. Look at the structure of the chorus and recall together what an echo is? Can we see anywhere in the chorus where we might be able to add an echo effect to part of the melody? Children sing to create the diminishing effect. - Explain about the Islands of sound and how we are going to go on a musical sea journey together. Show graphic and explain that the children have to sing the chorus with the echo every time the submarine moves between the islands. Practise this. - Visit the first Island of <i>long and short sounds</i> – explore dot notation. Children interpret the patterns. Take turns performing. Peer assess the effectiveness/ accuracy.
			Session 3 – Interpret pitch patterns using dot notation. Where did our musical sea journey take us last week? What do we have to do to travel between the islands? - Explain that we are visiting the island of <i>high and low</i> sounds today. Can anyone remember what dimension of music high and low is? - Look at the pitch patterns together. Remind children about dot notation. Individual children interpret these using voices and/ or chimes. Take turns. Peer assess accuracy. - Revisit the song Yellow Submarine. Children sing full version with echo in chorus
Resources	- YouTube video of Yellow Submarine - Musical Sea Journey PPT - Range of untuned percussion - Bongo Drum - Maraca/ shaker - Claves - Woodblock - Triangles - Wooden Agogo - Guiro - Tambourine - Chimes - Graphic Rhythm pattern cards		Session 4 - Perform pitch patterns – rhythm patterns from dot notation. - Explain that today we will be visiting an island of <i>musical echoes</i>. What is an echo? Can we remember? Children learn the annotated Yellow Submarine pitch pattern and perform on chimes as we travel from one part of the island to another. - Children work in different table groups (use instruments - triangle/ guiro etc.). They perform an echo to identified dot notation patterns.
			Session 5 – Compose and notate a rhythm pattern using dot notation. - Children create their own short rhythm pattern in dot notation. - Selected children show and perform their dot notation idea to the class. Discuss and review together. - Revisit whole song of Yellow Submarine.
			Session 6 - Consolidate and Capture Rehearsal and VIDEO recording of musical ideas created by children.

Medium Term Plan – Music – Year 2 – Summer 2: **Listening out for particular things in music**

Unit Title: Water

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that pitch = high and low. - Children know how to play chimes. - Children know how to listen to music. - Children know that music can be read in the same way that we read a book.	Pitch Step Leap Note Melody Score Glockenspiel Chime Boomwhacker Octave	Session 1 – Musical pitches are named after the first seven letters of the alphabet. - Watch the ME movie - Slippery fish. Children sing the song several times until confident fitting the words with the melody. - Look together at Slippery fish pitch movement. Children follow the actions. Explain that musical pitches are named after the letters of the alphabet. Highlight that some pitches have the same name but are different in sound (octave). - Listen to the different sounds in the backing track. Can we spot the pitch leaps?
Learning in this unit NC PoS Mu1: 1.1, 1.2, 1.3, 1.4	Know that: - Musical pitches are named after the first seven letters of the alphabet. - Two notes with the same letter name can have different pitches. - Melodies can move in steps and leaps. - Musical sounds can be used to create an effect. Know how to: - Listen out for leaps in pitch. - Listen out to improve musical performance. - Listen to know when to join in. - Choose a sound to create an effect.		Session 2 – Melodies can move in steps and leaps. - Revisit – Slippery fish - Revise the pitch movement of the melody. - Split the class into four groups – each group takes a vocal line in the song. Explain about how important it is to wait to ‘join in’ in turn. - Children look at the melody of the song in several parts corresponding with the 4 groups. Highlight how some of the children are playing in steps and some are playing in leaps. Session 3 – Listen out for leaps in pitch. - Children listen to new ME song – The little green frog. Children join in with mouth actions on Mm mm. Is this a step in pitch or a leap? (c – f) - Children listen to the piece again and identify every time the leap in pitch occurs. - Learn the song and add in pitched instruments. Children think about where the steps occur and where the leaps occur.
Resources	- Music Express videos, audio backing tracks and smart board materials. - Tuned percussion – glockenspiels/ chimes Boomwhackers. - Untuned percussion		Session 4 – Listen to know when to join in. - Revisit – The little green frog. Children sing and play. T - Then explore looking at a graphic score of a version of TLGF – children adopt different percussion instruments to represent each character on the graphic score. Children wait for their turn to join in and add the appropriate percussion rhythm in cumulative fashion. - Revisit – Slippery Fish (if appropriate) Session 5 – Musical sounds can be used to create an effect. - Children look at ME – Pond Life display and explore all of the elements of the pond – focus on water being the most important feature. Explain - we are going to create a piece of music to describe a pond. Session 6 – Choose a sound to create an effect. OUR POND – Group Composition - Children create a short piece of music about a pond – including a water effect and different characters. Children work in groups on tables. Whilst rehearsing children listen out to improve their musical performance. - One child in each group acts as a conductor to bring the different sound effect characters in and out.