

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
How does music help us to make friends?	How does music teach us about the past?	How does music make the world a better place?
Outcomes		
<ul style="list-style-type: none"> ● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying 'in time'. ● Understanding that improvisation is about making up your own very simple tunes on the spot. Theory Quiz	<ul style="list-style-type: none"> ● Describing tempo as fast or slow; beginning to recognise changes in tempo. ● Describing dynamics as loud and quiet. ● Discussing together what the song or piece of music might be about Theory Quiz	<ul style="list-style-type: none"> ● Describing their thoughts and feelings when hearing the music. ● Describing what they see in their individual imaginations when listening to the piece of music. ● Talking about why they like or don't like the music. ● Talking about the instruments they can hear. Theory Quiz
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
In this unit, the Musical Spotlight is 'Exploring Simple Patterns'. You will be thinking and learning about all the Foundational Elements of Music with a focus on simple patterns in music, while working implicitly with all the other elements of music as you go through the steps of the unit. The children will be clapping, playing back and creating their own simple patterns in the 'Understanding Music', improvisation and composition activities. In this unit, we ask 'How Does Music Help Us to Make Friends?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit	In this unit, the Musical Spotlight is 'Focus On Dynamics and Tempo'. You will be particularly thinking about dynamics and tempo with your class while working implicitly with all the other Foundational Elements of Music as you go through the unit steps. In this unit, we ask 'How Does Music Teach Us About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	In this unit, the Musical Spotlight is 'Exploring Feelings Through Music'. You will be learning about all the Foundational Elements of Music with a spotlight on feelings and emotions, while working implicitly with all the other elements of music as you go through the steps of the unit. In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.
Knowledge and/or Skills Covered		
Improvising and creating - Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Listening And responding - Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet.	Listening And responding - Move and dance with the music confidently. Talk about how the music makes you feel.
National Curriculum Attainment Targets		
Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 2

Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Important Vocabulary		
Tempo (fast or slow), Dynamics (loud or quiet).	Beat, Ideas, Communication, Action, Movement, Tap, Click, Clap, Tempo (fast or slow).	Beat, Ideas, Communication, Action, Movement, Tap, Click, Clap, Tempo (fast or slow).

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 2

<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Enquiry Questions		
How does music teach us about our neighbourhood?	How does music make us happy?	
Outcomes		
<p>Composing as Part of the Performance Revisit the composition activity connected to the song you are preparing for performance. Please use the Musical Progression Guide for specific notes in each song. Demonstrates an understanding of the basic concepts of improvisation and composition.</p> <p>Theory Quiz</p>	<p>Presenting a Performance The class can select any song they have been learning from the unit and present a performance of it as part of their assessment. The performance will show the musical skills and knowledge the children have learnt and chosen to include in the performance. They can include the options for improvising, composing, playing their instruments and, of course, movement. The performance can include organising it, presenting it and recording it.</p> <p>Introduces the performance (any connection to the Social Theme is an added bonus).</p> <p>Theory Quiz</p>	
Linked Texts		
N/A	N/A	N/A /A
Linked Experiences		
	N/A	N/A
Overview		
<p>In this unit, the Musical Spotlight is 'Inventing a Musical Story'. You will be learning about all the Foundational Elements of Music with a focus on storytelling, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Teach Us About Our Neighbourhood?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building, sport and other topics, as you, the teacher, see fit.</p>	<p>In this unit, the Musical Spotlight is 'Music that Makes You Dance'. You will be learning about all the Foundational Elements of Music with a focus on music we can dance with, while working implicitly with all the other elements of music as you go through the steps of the unit. The children should be encouraged to move to the music and songs they are listening to, singing and performing with.</p> <p>In this unit, we ask 'How Does Music Make Us Happy?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.</p>	
Knowledge and/or Skills Covered		
<p>Composing</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p>	<p>Performing</p>	

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 2

<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.</p>	
National Curriculum Attainment Targets		
<p>Play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	
Important Vocabulary		
<p>Quavers, Crotchets, Minims, Symbols, notation.</p>	<p>Singing posture, Communication, ideas, articulation, dynamics, crescendo, decrescendo, tempo.</p>	