
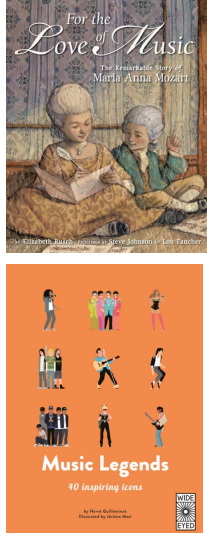


Y2 – Music Overview



Topic	On this island: British songs and sounds	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	Myths and legends	West African call & response song (Theme: Animals)
Linked Books						
Prior learning	<p>To create a simple soundscape for effect To listen for and recognise some basic elements of music To compare two pieces of music To be able to create short sequences of sound To be able</p>	<p>To create short sequences of sound To copy a short rhythm and recognise simple notation To learn a traditional song from Ghana To create rhythms based on 'call and response'</p>	<p>To listen to and analyse an orchestral version of a traditional story To listen to and analyse a film musical version of a traditional story To select appropriate sounds to match events, characters and feelings in a story To</p>	<p>To sing and play an instrument at the same time To choose and play appropriate dynamics and timbres for a piece of music To use musical notation to play melodies To use letter notation to write my own melody To use</p>	<p>To learn about the music of the British Isles To learn about the music of the British Isles and create music of our own To learn about the music of the British Isles and create music of our own To compose a piece of music as part of a group</p>	<p>To understand that music can be used to represent an environment. To understand how music can represent changes in an environment. To select instruments to match seaside sounds.</p>

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	to create short sequences of sound and perform with accuracy	To add dynamics (volume) to a structure of rhythms	write a play script and select appropriate musical sounds to accompany it To perform a story script with accompanying music	Genre and dynamics in musical composition	To evaluate and improve a group composition	
Composer	Bertolini My Bonnie Lies Over the Ocean Arnold Bax Tintagel Vaughan Williams The Lark Ascending Eric Coates London Suite	Eric Coates The Three Bears - A Phantasy Doug Harville A Humoresque Duet for Oboe and Clarinet J.S.Bach Sleeper's Awake (Wachet auf) Rainer Boschog Sonata for Horn solo Charles Fernandez Frolic for Tuba Zilzen Zidjian Performance Robert Lopez Do You Want to Build a Snowman from Frozen	Unknown Once a Man Fell in a Well	Unknown Relaxing Space Ambient Music Gustav Holst Mars, The Bringer of War (The Planets) John Williams Main theme from Star Wars Gustav Holst Venus, The Bringer of Peace (The Planets) Gustav Holst Uranus, The Magician (The Planets) Beethoven 5th Symphony in C Minor John Barry Main theme from James Bond Ray Parker Main theme from GhostBusters	Carthy Waterson St George - Traditional English folk song Unknown When Good King Arthur Arnold Bax Tintagel Composer - Gluck. Performer - Philippe Jaroussky Che farò senza Euridice - from Gluck's Opera - Orfeo et Euridice Offenbach Orpheus in the Underworld (Orfeo all'inferno)	Unknown - Relaxing Music with African drums Che Che Kule Traditional Ghanaian Children's song

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<p>Substantive knowledge</p>	<p>To learn about the music of the British Isles To learn about the music of the British Isles and create music of our own To learn about the music of the British Isles and create music of our own To compose a piece of music as part of a group To evaluate and improve a group composition</p>	<p>To listen to and analyse an orchestral version of a traditional story To listen to and analyse a film musical version of a traditional story To select appropriate sounds to match events, characters and feelings in a story To write a play script and select appropriate musical sounds to accompany it To perform a story script with accompanying music</p>	<p>To sing and play an instrument at the same time To choose and play appropriate dynamics and timbres for a piece of music To use musical notation to play melodies To use letter notation to write my own melody To use timbre and dynamics in musical composition</p>	<p>To create a simple soundscape for effect To listen for and recognise some basic elements of music To compare two pieces of music To be able to create short sequences of sound To be able to create short sequences of sound and perform with accuracy</p>	<p>To create a rhythm To show structure on a graphic score To write a graphic score to show texture To compose a piece of music with a given structure To perform a group composition</p>	<p>To create short sequences of sound To copy a short rhythm and recognise simple notation To learn a traditional song from Ghana To create rhythms based on 'call and response' To add dynamics (volume) to a structure of rhythms</p>
<p>Skills Listening</p>	<p>Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music.</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation.</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation.</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation.</p>	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation.</p>

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		Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work.	Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work.	Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work.	Beginning to use musical vocabulary to describe music. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.
Composing	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Beginning to suggest improvements to their own work.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.

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			Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work	Represent the details of their composition. Beginning to suggest improvements to their own work		
Performing	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Performing expressively using dynamics and timbre to alter sounds as appropriate.	Performing expressively using dynamics and timbre to alter sounds as appropriate.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.

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			melodic patterns for letter notation.			
Vocabulary	accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion	actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume	Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind	beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola	actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume