

Term: Autumn 1

Year group: Year 2

Medium Term Plan

MUSIC

Unit 1 - How Does Music Help Us to Make Friends?

Activities	Musical Elements:
<p>Lesson 1 - Share LQ and Connect Learning</p> <p>1. Musicianship:</p> <ul style="list-style-type: none">• Find and try to keep a steady beat• Very simple rhythm patterns using long and short• Very simple melodic patterns using high and low• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion• Create rhythms using word phrases as a starting point• Create and perform your own chanted rhythm patterns <p>2. Improvise:</p> <ul style="list-style-type: none">• Find and try to keep a steady beat• Very simple rhythm patterns using long and short• Very simple melodic patterns using high and low• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion• Create rhythms using word phrases as a starting point	<p>Pulse/Beat - the heartbeat of the music</p> <p>Rhythm - long and short sounds over a steady beat or pulse</p> <p>Pitch (Melody) - high, low, rising, falling</p> <p>Tempo - fast, slow</p> <p>Dynamics - Loud (forte), quiet (piano)</p> <p>Timbre - different instrumental and vocal sounds</p> <p>Texture - layers of sound building, solo, unison</p> <p>Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo</p>

<ul style="list-style-type: none"> • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>2. Listen and respond – Music Is in My Soul (Part 1)</p> <ul style="list-style-type: none"> • Listen together and find the beat of the music • Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song • Explore an understanding of the musical concepts related to the song and how they fit • Try to use musical language when describing the music • What else did you find out about the song? <p>3. Learn to sing the song</p> <ul style="list-style-type: none"> • Sing together as a group and have fun • Stand up straight and breathe from deep within • Move to the music • Describe what the song is about - is there a story? • Follow a leader • Incorporate any actions from the song <p>4. Performing</p> <p>Share a performance of the learning that has taken place in the lesson.</p> <p>End Points/Outcomes: Recall Y1 terminology and begin to discuss new terms</p>	
<p>Lesson 2 - Share LQ and Connect Learning</p> <p>1. Musicianship:</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low 	<p>Pulse/Beat - the heartbeat of the music</p> <p>Rhythm - long and short sounds over a steady beat or pulse</p> <p>Pitch (Melody) - high, low, rising, falling</p> <p>Tempo - fast, slow</p> <p>Dynamics - Loud (forte), quiet (piano)</p>

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on
- untuned percussion
- Create rhythms using word phrases as a starting point
- Create and perform your own chanted rhythm patterns

2. Improvise:

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on
- untuned percussion
- Create rhythms using word phrases as a starting point
- Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests
- Create and perform your own chanted rhythm patterns

2. Listen and respond – Music Is in My Soul (Part 2)

- Listen together and find the beat of the music
- Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song
- Explore an understanding of the musical concepts related to the song and how they fit
- Try to use musical language when describing the music
- What else did you find out about the song?

3. Learn to sing the song

- Sing together as a group and have fun
- Stand up straight and breathe from deep within
- Move to the music
- Describe what the song is about - is there a story?
- Follow a leader

Timbre - different instrumental and vocal sounds
 Texture - layers of sound building, solo, unison
 Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo

<ul style="list-style-type: none"> • Incorporate any actions from the song <p>4. Performing Share a performance of the learning that has taken place in the lesson.</p> <p>End Points/Outcomes: Children are able to talk about their feelings and their response to music.</p>	
<p>Lesson 2 - Share LQ and Connect Learning</p> <p>1. Musicianship:</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on • untuned percussion • Create rhythms using word phrases as a starting point • Create and perform your own chanted rhythm patterns <p>2. Improvise:</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on • untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>2. Listen and respond – Hey Friends (Part 1)</p> <ul style="list-style-type: none"> • Listen together and find the beat of the music • Take it in turns to talk about the song and explore feelings, thoughts and emotions 	<p>Pulse/Beat - the heartbeat of the music Rhythm - long and short sounds over a steady beat or pulse Pitch (Melody) - high, low, rising, falling Tempo - fast, slow Dynamics - Loud (forte), quiet (piano) Timbre - different instrumental and vocal sounds Texture - layers of sound building, solo, unison Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo</p>

<ul style="list-style-type: none"> • towards the song • Explore an understanding of the musical concepts related to the song and how they fit • Try to use musical language when describing the music • What else did you find out about the song? <p>3. Learn to sing the song</p> <ul style="list-style-type: none"> • Sing together as a group and have fun • Stand up straight and breathe from deep within • Move to the music • Describe what the song is about - is there a story? • Follow a leader • Incorporate any actions from the song <p>4. Performing</p> <p>Share a performance of the learning that has taken place in the lesson.</p> <p>End Points/Outcomes: Children talk confidently about music style</p>	
<p>Lesson 4 - Share LQ and Connect Learning</p> <p>1. Musicianship:</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point 	<p>Pulse/Beat - the heartbeat of the music</p> <p>Rhythm - long and short sounds over a steady beat or pulse</p> <p>Pitch (Melody) - high, low, rising, falling</p> <p>Tempo - fast, slow</p> <p>Dynamics - Loud (forte), quiet (piano)</p> <p>Timbre - different instrumental and vocal sounds</p> <p>Texture - layers of sound building, solo, unison</p>

<ul style="list-style-type: none">• Create and perform your own chanted rhythm patterns <p>2. Improvise:</p> <ul style="list-style-type: none">• Find and try to keep a steady beat• Very simple rhythm patterns using long and short• Very simple melodic patterns using high and low• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on• untuned percussion• Create rhythms using word phrases as a starting point• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests• Create and perform your own chanted rhythm patterns <p>2. Listen and respond – Hey Friends Part 2</p> <ul style="list-style-type: none">• Listen together and find the beat of the music• Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song• Explore an understanding of the musical concepts related to the song and how they fit• Try to use musical language when describing the music• What else did you find out about the song? <p>3. Learn to sing the song</p> <ul style="list-style-type: none">• Sing together as a group and have fun• Stand up straight and breathe from deep within• Move to the music• Describe what the song is about - is there a story?• Follow a leader• Incorporate any actions from the song <p>4. Graphic Score</p> <ul style="list-style-type: none">• Create a graphic score using sounds, rhythms and pitch	<p>Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo</p>
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<ul style="list-style-type: none"> • Keep a record of your composition; then you can play it again with your friends <p>5. Performing Share a performance of the learning that has taken place in the lesson.</p> <p>End Points/Outcomes: Begin to discuss pitch and how this can be changed in a graphic score.</p>	
<p>Lesson 5 - Share LQ and Connect Learning</p> <p>1. Musicianship:</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on • untuned percussion • Create rhythms using word phrases as a starting point • Create and perform your own chanted rhythm patterns <p>2. Improvise:</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on • untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>2. Listen and respond – Hello</p> <ul style="list-style-type: none"> • Listen together and find the beat of the music • Take it in turns to talk about the song and explore feelings, thoughts and emotions 	<p>Pulse/Beat - the heartbeat of the music Rhythm - long and short sounds over a steady beat or pulse Pitch (Melody) - high, low, rising, falling Tempo - fast, slow Dynamics - Loud (forte), quiet (piano) Timbre - different instrumental and vocal sounds Texture - layers of sound building, solo, unison Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo</p>

<ul style="list-style-type: none"> • towards the song • Explore an understanding of the musical concepts related to the song and how they fit • Try to use musical language when describing the music • What else did you find out about the song? <p>3. Learn to sing the song</p> <ul style="list-style-type: none"> • Sing together as a group and have fun • Stand up straight and breathe from deep within • Move to the music • Describe what the song is about - is there a story? • Follow a leader • Incorporate any actions from the song <p>4. Performing</p> <p>Share a performance of the learning that has taken place in the lesson.</p> <p>End Points/Outcomes: Demonstrates an understanding of posture and technique when performing.</p>	
End Point	Perform Hey Friends and use instruments/clapping to show pulse

Area 1: Listening and Responding to Music	Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language
1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.
1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.	2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).
1c: Demonstrates some basic understanding of musical style.	2c: Demonstrates a basic understanding of the importance of posture and technique when performing.
	2d: Demonstrates an understanding of the basic concepts of improvisation and composition.
	2e: Introduces the performance (any connection to the Social Theme is an added bonus).

