



MUSIC s Year 2 s Medium Term Plan
Unit 1: West African Call and Response songs



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Going on Safari	To create short sequences of sound.	- I can vary my animal sounds by changing my: - o tempo (speed s fast and slow); - o dynamics (volume s loud and quiet). - I can create different timbre (sounds) from the same instrument. - I can work as a group, using tempo and dynamics when creating a short section of sound that represents an animal	Play tuned and untuned instruments musically.	Dynamics	Skills video Tuned and untuned instruments
Two: Looking at rhythmic beats	To copy a short rhythm.	- I can describe my ideas about a piece of music. - I can accurately copy a rhythm by clapping. - I can clap a rhythm in time with the music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Marimba Percussion Rhythm Tempo	Rhythmic safari video Percussion instruments Marimba Class by Neil Sidwell

Three: Call and Response	To learn a traditional song from Ghana.	- I can explain what call and response means in music. - I can sing along in time to the response parts of the 'Che Che Kule' song. - I can perform a call and response song with actions.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Call Response Rhythm	Presentation: Speak like an expert. Presentation: Che Che Kule. Link: 'Sing with Sandra - Che Che Kule' on Video Link
Four: Making rhythmic responses	To create rhythms based on call and response.	- I can work with my partner to think of a question (call) and a short answer (response) about animals. - I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. - I can work with my group to choose a	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Call Response Rhythm Structure	Presentation: Che Che Kule. Presentation: Questions and answers. Untuned percussion instruments

		structure for our rhythms. - I can record this structure in the right order.			
Five: Developping and performaing compositions	To add dynamics (volume) to a structure of rhythms.	- I can play my composition using a simple rhythm on an untuned percussion instrument. - My group can improve our song by changing the dynamics (the volume). - I can perform my call and response rhythm. - I can give feedback to my classmates about their performances.	Play tuned and untuned instruments musically	Call Response Rhythm Structure	Presentation: Brain dump. Presentation: Questions and answers. Untuned percussion instruments Whiteboard and pens
Assessment: Pupils with secure understanding indicated by: performing their composition and staying in time with their group. Pupils working at greater depth indicated by: performing their piece with confidence with the inclusion of dynamics.					



MUSIC s Year 2 s Medium Term Plan
Unit 2: Contrasting Dynamics - Space



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One Vocal Soundscape	To create a simple soundscape using dynamic changes	I can use my voice to create sound. I can offer ideas and suggestions for making sounds.	Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Experiment with, create, select and combine sounds using the interrelated dimensions of music.	dynamics The volume of a piece of music. soundscape The mixture of different sounds that are heard in a particular place. tempo The speed of a piece of music.	Presentation: Planet X. Presentation: Soundscape plan. Audio: Planet X. A recording device (one for the teacher). Resource: Knowledge organiser: Music - Contrasting dynamics (optional - one between two - see Teacher knowledge). Resource: Key vocabulary (optional - one class set for display).

Two Creatively Responding to Music	To listen to music and respond creatively, considering how dynamics can be represented.	I can recognise differences in dynamics. I can use appropriate musical vocabulary. I can explain the mood of the music. I can respond to music creatively	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	composer A person who writes music.	Presentation: Alien soundscape. Presentation: Planets listening activity. Colouring pencils, crayons or pastels (one set per pair or table group). Link: John Williams - Star Wars Main Theme on VideoLink s <i>This is an external website and we do not have control over its content s please check before showing it to the children.</i> Activity: Drawing sounds (one per child).
Three Comparing Music	To compare two pieces of music.	I can identify changes in dynamics and use appropriate musical vocabulary. I can describe the mood of a piece of music.	Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.	planet representation	Presentation: 3, 2, 1. Presentation: Planets listening activity.

		<i>I can respond creatively to music.</i>			Colouring pencils, crayons or pastels (one set per pair or table group). Activity: Drawing sounds from <i>Lesson 2: Creatively responding to music.</i>
Four Pitch Patterns	To create a short pitch pattern to represent a planet.	<i>I can create and play a simple pitch pattern.</i> <i>I can create a visual representation of my pitch pattern.</i>	Pupils should be taught to: - Experiment with, create, select and combine sounds using the inter-related dimensions of music - Play tuned and untuned instruments musically.	<i>pitch pattern</i>	Presentation: Agree or disagree? Presentation: Planets listening activity. Presentation: Planet X music. Colouring pencils, crayons or pastels (one set per pair or table group). Activity: Drawing sounds from <i>Lesson 2: Creatively responding to music</i> and <i>Lesson 3: Comparing music.</i>

					Tuned percussion instruments (ideally glockenspiels s. one each).
Five Creating and Performing a Musical Structure	To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	I can create and play a pitch pattern using visual representation to record it. I can use dynamics to enhance my pitch pattern.	Pupils should be taught to: - Experiment with, create, select and combine sounds using the interrelated dimensions of music. - Play tuned and untuned instruments musically.	From lessons 1-4	Presentation: Agree or disagree? Presentation: Planet X. Presentation: Soundscape symbols. Presentation: Planet X music. Completed Activity: Planet X music from Lesson 4: Pitch patterns. Tuned percussion instruments (ideally glockenspiels s. one each). Performance recordings of soundscapes

					from <i>Lesson 1:</i> <i>Vocal soundscape.</i> Scissors (optional s one per child s see Teacher knowledge). Glue sticks (optional s one per pair s see Teacher knowledge). A recording device (one for the teacher).
Assessment: <i>Pupils with secure understanding indicated by:</i> creating and playing a simple pitch pattern accurately <i>Pupils working at greater depth indicated by:</i> writing and playing their pitch pattern accurately, changing tempo and dynamics to enhance their performance.					



Music s Year k s Medium Term Plan
Unit 3: Pitch



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
--------	--------------------	------------------	---------------------------	------------	-----------

One: Recognising Sounds	To identify high- and low-pitched sounds.	I can recognise high- and low-pitched sounds. I can create a high- and low-pitched sound.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to high-quality live and recorded music.	high low pitch	Presentation: Pitch. Audio: Superheroes.
Two: Pitch Patterns	To explore pitch by creating two-pitch patterns.	I can make two sounds with different pitches. I can create a pattern using two different pitches. I can play or sing a pattern with two different pitches	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	pattern pitch	Presentation: Speak like an expert. Presentation: Vertical glockenspiel. Audio: Superhero theme. Tuned percussion instruments, ideally glockenspiels (one per child).
Three:	To demonstrate tempo changes.	I can recognise fast and slow music.	Pupils should be taught to:	Tempo	Presentation: Odd one out.

Changing Tempo		I can perform fast and slow music.	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Audio: Speed change. Tuned percussion instruments, ideally glockenspiels (one between two).
Four: Superhero Theme Tune	To create a superhero theme tune with a variety in tempo and pitch.	I can use fast and slow sounds. I can use high and low sounds. I can perform as part of a group. I can create a theme that fits a purpose.	Pupils should be taught to: Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	performance	Audio: Superhero. Audio: Teacher girl. A flipchart. A device for recording (one for the teacher). Tuned percussion instruments, ideally glockenspiels (one per child).
Five: Final performance	To perform a piece of superhero music showing a change of pitch and tempo.	I can talk about music using the words fast and slow, high and low.	Pupils should be taught to: Play tuned and untuned instruments musically.	Vocabulary from lessons 1 - 4	Presentation: Odd one out. Audio: Superhero music.

		I can work in a group to perform a superhero theme tune.	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Tuned percussion instruments, ideally glockenspiels (one per child). Recorded performances from Lesson 4: Superhero theme tune. Link: Assessment 5 Music Y1: Pitch.
--	--	--	---	--	--

Assessment:

Pupils with secure understanding indicated by: participating in discussions about pitch and tempo and how these elements create a superhero theme; contributing ideas and cooperating within their group; offering feedback to groups on their performance; following instructions during a performance.

Pupils working at greater depth indicated by: explaining the reasons behind their musical choices; leading their group through the composition and performance process.