


# Music Long Term Overview - Year 2

Autumn 1 - West African Call & Response			
<p><b>Kapow Primary</b></p> <p><b>Theme</b></p> <p><b>Animals</b></p>	<p>The initial aim of this unit is to teach children how to use instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms. After hearing the sounds of some of Africa's most notorious animals, children use instruments to replicate the sounds, experimenting with the variations of timbre. Children will also go on safari around the classroom, listening to drumming music and learning to clap back animal rhythms in time to the music. Additionally, they learn the 'call and response' structure, with pupils singing the 'response' and learning a traditional Ghanaian call and response song called 'Che Che Kule'.</p>		
	NC Objectives	Overview	Musical Skill
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• create short sequences of sound</li> <li>• copy a short rhythm</li> <li>• learn a traditional song from Ghana</li> <li>• create rhythms based on 'call and response'</li> <li>• add dynamics (volume) to a structure of rhythms</li> <li>• recognise timbre changes in music they listen to.</li> <li>• recognise g structural features in music they listen to.</li> <li>• listen to and recognise instrumentation.</li> <li>• begin to use musical vocabulary to describe music.</li> <li>• listen to and repeat a short, simple melody by ear.</li> <li>• suggest improvements to their own and others' work.</li> <li>• select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• choose appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• use letter name and graphic notation to represent the details of their composition.</li> <li>• use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• sing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>• perform expressively using dynamics and timbre to alter sounds as appropriate</li> </ul>	<p><b>Predominant musical skill in the unit: -</b></p> <p>Listening Performing Composition</p> <hr/> <p style="text-align: center;"><b>Key Vocabulary</b></p> <p><b>timbre</b></p> <p><b>dynamics</b></p> <p><b>tempo</b></p> <p><b>call and response</b></p> <p><b>rhythm</b></p> <p><b>structure</b></p>

# Music Long Term Overview - Year 2

## Autumn 2 - Orchestral Instruments

 <b>Theme</b>  <b>Traditional Western Stories</b>	<p>In the second half of the Autumn term, children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. Children are introduced to instruments in the orchestra, and then try to identify the instruments within a piece of orchestral music based on the familiar story of Goldilocks and the Three Bears. Then, focusing on the story of The Snow Queen, children analyse how music can convey different moods or aspects of the narrative. Finally, children perform their musical versions of Jack and the Beanstalk using their plans from the previous lesson.</p>													
	NC Objectives	Overview	Musical Skill											
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>play tuned and untuned instruments musically</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes'</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>listen to and analyse an orchestral version of a traditional story</li> <li>listen to and analyse a film musical version of a traditional story</li> <li>select appropriate sounds to match events, characters and feelings in a story</li> <li>write a play script and select appropriate musical sounds to accompany it</li> <li>perform a story script with accompanying music</li> <li>recognise timbre changes and structural features in music they listen to.</li> <li>listen to and recognising instrumentation.</li> <li>begin to use musical vocabulary to describe music.</li> <li>suggest improvements to their own and others' work.</li> <li>select and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>choose appropriate dynamics, tempo and timbre for a piece of music.</li> <li>perform expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<p><b>Predominant musical skill in the unit: -</b></p> <p>Listening Performing Composition</p>											
	<p style="text-align: center;"><b>Key Vocabulary</b></p> <table border="0" style="width: 100%;"> <tr> <td><b>orchestra</b></td> <td><b>percussion</b></td> </tr> <tr> <td><b>instruments</b></td> <td><b>vocals</b></td> </tr> <tr> <td><b>strings</b></td> <td><b>sound effect</b></td> </tr> <tr> <td><b>woodwind</b></td> <td><b>timbre</b></td> </tr> <tr> <td><b>brass</b></td> <td><b>dynamics</b></td> </tr> <tr> <td><b>tempo</b></td> <td></td> </tr> </table>			<b>orchestra</b>	<b>percussion</b>	<b>instruments</b>	<b>vocals</b>	<b>strings</b>	<b>sound effect</b>	<b>woodwind</b>	<b>timbre</b>	<b>brass</b>	<b>dynamics</b>	<b>tempo</b>
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# Music Long Term Overview - Year 2

## Spring 1 - Musical Me

Kapow  
Primary

Theme

This half term, the units explore several different concepts, the children begin by learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody. They will use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class. Children begin to understand that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music. Children create a melody of their own, first making up their music, and then writing it down using letter-name notation. Working in groups, children compose a piece of music that uses dynamics and timbre to reflect an emotion, first choosing and playing their instruments and then making decisions about the structure and sound of the piece before rehearsing and performing.

### NC Objectives

**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
- experiment with, create, select and combine sounds using the inter-related dimensions of music

**Preparation for KS2:**

- use and understand staff and other musical notations

### Overview

**Pupils will:**

- choose and play appropriate dynamics and timbres for a piece of music
- sing and play an instrument at the same time
- use musical notation to play melodies
- use letter notation to write my own melody
- use timbre and dynamics in musical composition
- recognise timbre changes and structural features in music they listen to.
- begin to use musical vocabulary to describe music.
- identify melodies that move in steps.
- listen to and repeating a short, simple melody by ear.
- suggest improvements to their own and others' work.
- selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- successfully combine and layer several instrumental and vocal patterns within a given structure.
- create simple melodies from five or more notes.
- choose appropriate dynamics, tempo and timbre for a piece of music.
- use letter name and graphic notation to represent the details of their composition.
- Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- sing short songs from memory, with melodic and rhythmic accuracy.
- copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- performing expressively using dynamics and timbre to alter sounds as appropriate.
- sing back short melodic patterns by ear and playing short melodic patterns from letter notation.

### Musical Skill

**Predominant musical skill in the unit: -**

Listening  
Performing  
Composition

### Key Vocabulary

rhythm

pulse

dynamics

timbre

beat

melody

notation

# Music Long Term Overview - Year 2

Spring 2 - Dynamics, timbre, tempo and motif			
<b>Kapow</b> <i>Primary</i>  <b>Theme</b>  <b>Space</b>	<p>The units this term continue to allow the children to build on key knowledge about how to develop knowledge and understanding of how to develop knowledge and understanding of dynamics, timbre, tempo and instruments. Children will also be learning to compose and play motifs. Pupils use their voices to make sounds to represent space, creating atmosphere by using dynamics. After listening to space-inspired music, pupils respond creatively by drawing what they hear and then identifying the dynamics, instruments and mood of the pieces of music. Pupils compare two pieces of music by the same composer, using their developing musical vocabulary to explain differences and changes in tempo, dynamics, timbre and the instruments used. Pupils play and create motifs (short sequences of sound), notating or writing down their compositions</p>		
	NC Objectives	Overview	Musical Skill
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>play tuned and untuned instruments musically</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>create a simple soundscape for effect</li> <li>listen for and recognise some basic elements of music</li> <li>compare two pieces of music</li> <li>be able to create short sequences of sound and perform with accuracy</li> <li>recognise timbre changes in music they listen to.</li> <li>recognise structural features in music they listen to.</li> <li>listen to and recognise instrumentation.</li> <li>begin to use musical vocabulary to describe music.</li> <li>suggest improvements to their own and others' work.</li> <li>select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>successfully combine and layer several instrumental and vocal patterns within a given structure.</li> <li>create simple melodies from five or more notes.</li> <li>choose appropriate dynamics, tempo and timbre for a piece of music.</li> <li>use letter name and graphic notation to represent the details of their composition.</li> <li>begin to suggest improvements to their own work.</li> <li>using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>perform expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<p><b>Predominant musical skill in the unit: -</b></p> <p>Listening Performing Composition</p>
			Key Vocabulary
		<p><b>soundscape</b></p> <p><b>timbre</b></p> <p><b>dynamics</b></p> <p><b>tempo</b></p> <p><b>motif</b></p>	

# Music Long Term Overview - Year 2

**Kapow**  
Primary

Theme

## Summer 1 - On this Island: British songs and sounds

During Summer 1, the first element of the curriculum is to gain an understanding of how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Children learn to sing a traditional British folk song and create a seaside soundscape using their voices, bodies and instruments. After singing the folk song 'Lavender's blue', pupils consider what they might see and hear in the British countryside, and perform a countryside soundscape, following this, they will apply the skills learned to a city soundscape. Then, working in groups, pupils choose a setting (seaside, countryside or city) for which to compose their piece of music. Finally, pupils combine their learning from the previous lessons to compose a piece of music that takes them on a journey through Britain, from the seaside to the countryside to the city.

NC Objectives	Overview	Musical Skill
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• learn about the music of the British Isles</li> <li>• create their own music based on a known style</li> <li>• compose a piece of music as part of a group</li> <li>• evaluate and improve a group composition</li> <li>• listen to and recognise instrumentation.</li> <li>• begin to use musical vocabulary to describe music.</li> <li>• select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>• successfully combine and layer several instrumental and vocal patterns within a given structure.</li> <li>• choose appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• sing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• perform expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>	<p><b>Predominant musical skill in the unit: -</b></p> <p>Listening Performing Composition</p>
		<p><b>Key Vocabulary</b></p> <p>composition duration dynamics inspiration pitch structure tempo texture timbre</p>

# Music Long Term Overview - Year 2

Summer 2 - Myths and Legends																		
<b>Kapow Primary</b> Theme -	<p>Over the course of the final term, a lot of the children's prior knowledge will be utilised across the topics. The units this term continue to allow the children to build on key knowledge about how to develop knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs. Pupils create rhythms and put them into an order, or structure, to tell the story of St George and the Dragon. Following on from this, pupils will listen to a piece of music about the legend of King Arthur and identify the structure of the piece. Additionally, they will identify different layers within a piece of music, based on the myth of Orpheus and Euridice and learn to perform as a group and to follow their graphic scores accurately.</p>																	
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