



Jerry Clay Academy Subject Unit Overview

Subject Unit Overview Subject: Music Year Group: 2 Term: Spring 2

Musical Spotlight Theme: Inventing a musical story
Social theme – How does music teach us about our neighbourhood?

The Elements of Music that build and deepen over time

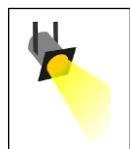
As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Year 2 Musical Elements



Pulse/Beat/Metre	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
Rhythm	Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.
Pitch (Melody)	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.
Dynamics	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).
Timbre	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.
Texture	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.
Structure (Form)	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.

Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

Year 2 Musical Progression Guide

(to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 4: How Does Music Teach Us About Our Neighbourhood?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2
Tempo: 114bpm Time Signature: 4/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	As Unit 3

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Helping Each Other (Glockenspiel) 4/4, C major, 108bpm (Recorder)	C, D, E, G (Crotchets)	C, E, G (Crotchets)	C, D, E	N/A	
The Music Man (Glockenspiel) 4/4, F major, 130bpm (Recorder)	F, G, A, C, E (Crotchets)	F, G, A, E (Crotchets)	N/A	F, G, A	F, G, A, C, D
Let's Sing Together	N/A		N/A	N/A	

Musical Styles

Year 2 Unit 4 - How Does Music Teach Us About Our Neighbourhood?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Helping Each Other	Joanna Mangona and Pete Readman	Pop	2020/21
2	Piano Trio In A Minor Op. 150 I. Allegro	Amy Beach	Romantic/20th Century Orchestral	1938
3	The Music Man	Unknown	Marching Band	Unknown
4	Swing Time: The Way You Look Tonight	Jerome Kern and Dorothy Fields	Jazz: Swing	1936
5	Let's Sing Together	Joanna Mangona	Gospel	2020/21



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Core Learning of This Unit:

Music knowledge and understanding: In Y2, unit 2 we already learned about how tempo and dynamics can help us in telling a story. What other elements can help us? Does an instrument playing represent a character in the story. Can a rhythm give a sense of excitement?

Listening – Use musical vocabulary to describe the music such as the tempo (speed) or dynamics (volume). How are the musical elements used to tell the story in the music.

Singing – Action songs, dance songs, smooth songs and lullabies. Sing with good posture. Watch the leader for when to start and stop. In Music Man, sing a song in two parts.

Playing - Play a pattern on a tuned or untuned instrumental part with the song, using one of the differentiated parts Listen to and follow musical instructions from a leader.

Improvising and composing – Improvise and compose using the musical elements to tell a story. Create a graphic score to show your music.

Performing – Perform your finished music to tell your story. How did you use the elements of music to tell the story?

Record the performance and say how they were feeling about it.

Prior Learning:

- Enjoy moving and dancing to music.
- Find the steady beat.
- To confidently sing songs from memory and sing them in unison
- Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.
- Describe tempo as fast or slow.
- Describe dynamics as loud and quiet.
- Use voices, body percussion and instruments to improvise and compose short rhythms and melodies
- Enjoy performing a song to a well-known audience, communicate the meaning of the song, add actions to a song, play some simple instrumental parts

National Curriculum Statements: Key stage 1

- 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 inter-related dimensions of music.

Key Vocabulary:

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor
Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,
Tuned percussion – xylophone, chime bars, glockenspiel,
Call and response, Loud/soft, long/short, body percussion

Supporting songs and styles –

Piano trio in A minor = Amy Beach, 1938. It was rare for a woman to have her music published at this time. How have times changed? .

Pop, gospel, Twentieth century orchestral / romantic, Jazz, swing