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| **Year 2 – Autumn – Was the Great Fire of London a complete disaster?**  **Main Ideas**  A1 A2 A3 A4 PSC1 PSC2 PSC3 PSC4 P1 P2 P3   * Recognise and talk about a piece of orchestral music from a great composer * Sing songs (including rounds) about the theme of the Great Fire of London. * Enjoy singing to perform   **Learn**   * Recognise, appreciate and know facts about Henry Purcell’s Abdelezar Rondeau * To be able sing in a round * To be able add actions to enhance the performance of a song * To create sound pictures to portray The Fire of London * To understand that pitch is the notes going up and down * To entertain an audience by singing | | | **Links**   * Year 1 Autumn -Appreciate- baroque music. Vivaldi The Four Seasons | | **Key vocabulary:**  Baroque, round, violin, viola, cello viol, strings, harpsichord, recorder, flageolet | |
| **Objective and Success Criteria** | **Coverage** | **Key Questions** | | **Children should be able to** | | **Resources** |
| Appreciate  A1 A2 A3 A4  To listen with concentration and understanding to a range of high-quality live and recorded music | Purcell -Abdelezar- Rondeau. Baroque music | * Do you like the piece of music? * What can you hear? * How does it make you feel? * What is the style of this music? * When was it written? | | * Recognise the piece of music. * Know: * Composer: Henry Purcell * Country:England * Date: 1695 Baroque era * Style: Orchestral | | <https://www.bbc.co.uk/programmes/p05g251g> |
| Appreciate  A2  To identify and discriminate between different sounds and instruments | Early instruments:  Flageolet, harpsichord, viol, theobo, recorder | * Can you recognise each of the different instruments and match them to their pictures? | | * Identify male and female signing voice * Name and identify some early instruments * Identify pitch – notes ascending and descending | | BBC Sounds The Great Fire of London Teacher Guide.  <https://www.bbc.co.uk/sounds/play/p03ppkb1>  <https://www.bbc.co.uk/sounds/play/p03ppl4x>  <https://www.bbc.co.uk/sounds/play/p03ppm1s>  Percussion instruments including: woodblocks, cymbals, glockenspiel |
| Play, Sing and Create  PSC2  To be able to sing and use their voices  Sing songs in rounds | The songs:   * Flow, Flow, Flow * Loaves of Bread and Puddings and Pie * London’s Burning * London Bridge has Fallen Down * Oranges and Lemons | * How can we sing a song ‘musically’? * How can we keep a round going? | | * Sing in a gentle voice * Sing in phrases, taking breaths * Sing in a round keeping a constant tempo, and consistent volume | |
| Perform  P2  To be able to perform actions in rhythm | Perform rhythmic baking actions and hand-clapping patterns with a partner to accompany ‘Loaves of Bread and Puddings and Pie’. | * How do the actions add to the performance? | | * Keep the pattern of the clapping * Perform the actions in time to the music * Sing at the same time as performing the actions | |
| Play, Sing and Create  PSC1 PSC3 PSC4  Create ‘sound pictures’ | Develop 2 sound pictures:  (each about a minute long) with classroom percussion and other instruments. | * How could you instruments to represent the start of the fire? * How could you use voices and body percussion to represent the fire dying down? | | Evoke:  firewood, flames getting higher, splashing water in the Thames cooing pigeons.  Evoke:  crackling flames, bucket-splashes, falling buildings, fire-drops in the Thames and soft-wind-sounds, dying away. | |
| Play, Sing and Create  PCS4  Compose bell melodies | Create bell tunes and musical scales. | * Can you make a peal that goes up/down in pitch? * Can you make a zig zag pattern? | | Create bell peals on different instruments/ Ipads | |
| Perform and Share  P1 P2 P3  Learn, practice, rehearse and perform songs | Learn, practice, rehearse and perform songs within the topic of The Great Fire of London  Learn, practice, rehearse and perform songs for the Nativity | * How can practice improve my performance? * How can adding actions enhance a performance? | | * Start to perform together in an ensemble/band. * Add actions to a song * Sing, play, improvise and play back compositions as part of the ensemble/band. * Do all of this in front of an audience. * Learn about performance and building confidence. * Understand about practice. | |
| **Assessment Questions**  Can you sing all of the Great Fire of London songs and include all the actions?  How did you contribute to the Nativity performance that entertained an audience? | | | | | | |

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| **Year 2 – Spring – Where in the world would we like to explore?**  **Main Ideas**  A1 A2 A3 A4 PSC1 PSC2 PSC4 P1 P2   * Recognise and talk about a piece of orchestral fusion music from a great composer and musician * Recognise different musical styles from different musical traditions * Sing and play instruments in different musical styles   **Learn**   * Recognise, appreciate and know facts about Ravi Shankar- Symphony * Recognise and identify the sitar * Dance and move in time to different styles of music * Copy back rhythms and clap the rhythm of their name over the track * Sing together in time in all different styles * Play an instrument accurately as part of a performance * Compose a simply melody using simple rhythms (notes C D and E ) * Perform and evaluate their performance | | **Links**  **Music**  Build on the musical skills of singing and performing from Year 1 Autumn Term (Charanga Unit 1 Hey You)  Build on knowledge of names of percussion instruments from Year 1 Spring Term Toy Composition | | **Key vocabulary:**  Pulse, tempo, rhythm, dynamics, blues, baroque, latin, bhangra, folk, funk, improvise, sitar, symphony | |
| **Objective and Success Criteria** | **Coverage** | **Key Questions** | **Children should be able to** | | **Resources** |
| Appreciate  A1 A2 A3 A4  To listen with concentration and understanding to a significant piece of recorded music | * Listen and watch: **Ravi Shankar – Symphony** * Recognise the **sitar** and understand how the sound is created. * Understand what the word **symphony** means and that it is usually used to describe a western piece of music | * Do you like the piece of music? * What can you hear? * What is the style of this music? * When was it written? * Can you identify the sitar in the music? * Can you recognise what a sitar looks like? | Recognise the piece of music.  Know:   * the name of the piece is Symphony * and composer is Ravi Shankar * Modern – a fusion between western and eastern music * Ravi Shankar was Indian and was responsible for introducing Indian music to the West. * The instrument is a sitar * A symphony is long piece of music, made up of different sections (movements) that is written for a large orchestra. | | BBC Ten Pieces – Watch an orchestra playing. <https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm> |
| Appreciate  A1 A2 A4  To listen with concentration and understanding to a range of high-quality recorded music | * Recognise a variety of different genres of music: * Baroque, blues, latin, bhangra, folk, funk, * Listen to examples of each genre of music: * BB King ‘How Blue Can You Get?’ * Handel ‘ Let the Bright Seraphim’ * Ricky Martin ’Livin La Vida Loca’ * J R Rahman ‘Jai Ho’ * Ronan Hardiman ‘Lord of the Dance’ * James Brown ‘Diggin On’ | * Do you like the songs? * What can you hear? * What is the style of this music? * How are the songs put together? * What is the tempo? * What are the dynamics? | Identify:   * Male/female singers * Solo or more than one voice * Backing instruments * Solo instruments * Different genres of: Baroque, blues, latin, bhangra, folk, funk, * The structure of each song- chorus, break etc. * The tempo * The dynamics | | Charanga – In The Groove |
| Play, Sing and Create  PSC1 PSC2 PSC4  To be able to improvise in response to a song | Charanga – In The Groove | * How can we work together to produce a good sound? * Why do we need to warm up our voices? * What can we do to help to remember the songs? | * Understand the importance of working together as part of a group. * Understand how and why we warm up our voices. * Join in and stop as appropriate * Learn how to follow a leader/conductor. * Know how melody and words should be interpreted. * Sing with good diction. * Perform with a good sense of pulse and rhythm. | | Charanga – In The Groove  Percussion instruments |
| Perform and Share  P1 P2  To be able to sing a song in different musical styles  To be able to play instruments to accompany a song  To be able to add movement to a song to entertain an audience | * Charanga Song, ‘In The Groove’ exploring the styles of: Blues, Baroque, Latin, Bhangra, Folk and Funk) * Using notes C, G, A; crochets and quavers | How can practice improve my performance? | * Start to perform together in an ensemble. * Do all of this in front of an audience. * Learn about performance and building confidence. * Understand about practice. | | Charanga – In The Groove  Percussion instruments |
| **Assessment**  What is this musical style? How do you know?  Can you sing and play instruments in different musical styles? | | | | | |

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| **Year 2 – Summer – What could go in our best British Banquet?**  **Main Ideas**  A3 A4 PSC1 PSC2 PSC3 PSC4 P2  Compose music to accompany a traditional tale  To enjoy singing and performing songs  **Learn**   * Use voices expressively and creatively by singing songs and speaking chants * Listen to and analyse musical versions of a traditional story * Select appropriate sounds to match events, characters and feelings in a story * Perform a story script with accompanying music | | **Links**  **Music Play Sing and Create**  Build on the musical skills of singing (on-going) .  **Music Play Sing and Create**  Year 1 Spring Term – sounds to represent the movement of toys  Year 5 Spring Term- create sounds to represent a chase/ characters in a story | | **Key vocabulary:**  Pulse, tempo, rhythm, dynamics, percussion, drum, cymbal, maracas, melody  , | |
| **Objective and Success Criteria** | **Coverage** | **Key Questions** | **Children should be able to** | | **Resources** |
| Appreciate  A3 A4  To be able to recognise and respond to a well-known song | ‘Food Glorious Food’ from Oliver! by Lionel Bart. | * Do you like the piece of music? * What can you hear? * What is the style of this music? * When was it written? | Recognise the piece of music.  Know:   * the name of the piece is Food Glorious Food * the composer is Lionel Bart * It features in the musical Oliver * The chorus is an ensemble with many people singing. | | <https://www.google.com/search?safe=strict&source=hp&ei=ld3wXue6AtSUgQbrsrKQBg&q=oliver+food+glorious+food&oq=Oliver+food+&gs_lcp=CgZwc3ktYWIQARgAMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADoOCAAQ6gIQtAIQmgEQ5QI6BQgAEIMBOgUIABCxA1CUxuYgWN3p5iBg4_jmIGgDcAB4AIABnwGIAYcHkgEEMTIuMZgBAKABAaoBB2d3cy13aXqwAQY&sclient=psy-ab> |
| Play, Sing and Create  PSC1 PSC2  Perform and Share  P1 P2  Learn to sing songs tunefully with good diction | Learn to sing and perform songs about growing and vegetables in order to sing at the summer picnic. | * How can we work together to produce a good sound? * Why do we need to warm up our voices? * What can we do to help to remember the songs? | * Understand the importance of working together as part of a group. * Understand how and why we warm up our voices. * Join in and stop as appropriate * Learn how to follow a leader/conductor. * Know how melody and words should be interpreted. * Sing with good diction. * Perform with a good sense of pulse and rhythm. | |  |
| Appreciate  A3 A4  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 | Eric Coates –Three Bears: A Phantasy  Learn about the different instruments in the orchestra  Listen to how the music portrays different elements of a story  Frozen | * What is an orchestra? * Tell me about the 4 sections of the orchestra * Give me some examples of instruments in the different sections of the orchestra * What do you think the music sounded like at this point? * How is music is used to support the story? | * Know that the orchestra is a group of musicians who play instruments together * Name the four sections or families of the orchestra: strings, * woodwinds, brass and percussion * Know that each section has a number of different instruments * Begin to identify specific musical instruments I can hear when listening to a piece of music | | Kapow Planning  <https://safeyoutube.net/w/iqDe>  <https://www.youtube.com/watch?v=V-zXT5bIBM0> |
| Play, Sing and Create  PSC1 PSC3 PSC4  To select appropriate sounds to match events, characters and feelings in a story | Little Red Riding Hood  Jack and the Beanstalk | Look at the different parts of the story.   * How would the characters be feeling at each point? * How could we show this with dynamics?   Look at the actions within the story.   * How could we use tempo to represent them? | Select appropriate:   * Timbres to represent characters * Tempo changes to represent actions * Dynamics to represent emotions | | Books of:  Little Red Riding Hood  Jack and the Beanstalk |
| Perform  P2  To perform a story script with accompanying music | Jack and The Beanstalk | * What makes a good performance? * How can we work well in a group? | Perform confidently   * Work as part of a group to perform a story * Add the right music to my story at the right time | |  |
| **Assessment**  Can you **c**reate a piece of music with some appropriate tempo, dynamic and timbre changes?  Can you perform confidently as part of a group using appropriate instrumental sounds? | | | | | |