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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** |
| AppreciateA1 A2 A3 A4To 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> |
| AppreciateA2To 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 CreatePSC2To 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
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| PerformP2To 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
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| Play, Sing and Create PSC1 PSC3 PSC4Create ‘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 PCS4Compose 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 ShareP1 P2 P3Learn, 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.
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| **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** |
| AppreciateA1 A2 A3 A4To 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> |
| AppreciateA1 A2 A4To 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 CreatePSC1 PSC2 PSC4To 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 GroovePercussion instruments |
| Perform and ShareP1 P2 To be able to sing a song in different musical styles To be able to play instruments to accompany a songTo 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 GroovePercussion 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 P2Compose music to accompany a traditional taleTo 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 toysYear 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** |
| AppreciateA3 A4To 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 CreatePSC1 PSC2 Perform and ShareP1 P2Learn 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.
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| AppreciateA3 A4To listen to and analyse an orchestral version of a traditional storyTo listen to and analyse a film musical version of a traditional story | Eric Coates –Three Bears: A PhantasyLearn about the different instruments in the orchestraListen to how the music portrays different elements of a storyFrozen | * 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 CreatePSC1 PSC3 PSC4To select appropriate sounds to match events, characters and feelings in a story | Little Red Riding HoodJack 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 HoodJack and the Beanstalk |
| PerformP2To 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
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| **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? |