

Year 2 – Music Medium Term Planning

Autumn 1	Autumn 2
<p><u>1 Tony Chestnut</u></p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G • Play the song's melody on a tuned percussion instrument • Listen to and play echoing phrases by ear • Listen to and recognise musical phrases 	<p><u>2 Carnival of the Animals</u></p> <ul style="list-style-type: none"> • Listen with increasing concentration to sounds/music • Talk about sounds/music using musical vocabulary, or physically with movement and dance • Identify different qualities of sound and how they are made • Recognise and respond to changes in speed (tempo), volume (dynamics), and pitch (high/low) using musical vocabulary, or movement <p><u>3 Composing Music Inspired by Birdsong</u></p> <ul style="list-style-type: none"> • Create short musical motifs using voices and body percussion • Invent a short motif using percussion instruments • Perform with and without a conductor
Spring 1	Spring 2
<p><u>4 Grandma Rap</u></p> <ul style="list-style-type: none"> • Chant rhythmically and perform in unison and in a round • Chant and play rhythms, using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation • Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) • Compose 4-beat patterns 	<p><u>5 Orawa</u></p> <ul style="list-style-type: none"> • Perform composed pieces for an audience • Listen with attention to detail and recall sounds and patterns • Structure short musical ideas to form a larger piece <p><u>6 Trains</u></p> <ul style="list-style-type: none"> • Perform different rhythm durations • Perform volume changes • Perform tempo changes • Learn about changes in volume and speed • Layer up ideas to create a piece • Invent their own patterns and structure their ideas into a piece
Summer 1	Summer 2
<p><u>7 Swing-a-Long with Shostakovich</u></p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3- time • Mark the beat by tapping, clapping and swinging to the music • Listen to and move, stepping a variety of rhythmical patterns and identify them in familiar songs • Move freely and creatively to music using a prop <p><u>8 Charlie Chaplin</u></p> <ul style="list-style-type: none"> • Play notes of different pitch, duration and volume • Identify soft and loud dynamics • Identify notes of high and low pitch • Identify notes of short or long duration • Combine notes of different pitch, duration and volume 	<p><u>9 Tanczy my Labada</u></p> <ul style="list-style-type: none"> • Sing confidently • Play a cumulative game with spoken call-and-response sections • Play an accompaniment on tuned percussion • Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat • Compose rhythm patterns to accompany the song