

Knowledge & Skills – Year 2

| Unit | 1 Autumn One | 2 Autumn Two | 3 Spring One | 4 Spring Two | 5 Summer One | 6 Summer Two |
|---------------------------|---|---|-------------------------------|--------------------|----------------------------|--|
| Title | Hands, Feet, Heart | Ho, Ho, Ho | I Wanna Play in a Band | Zootime | Friendship Song | Reflect, Rewind & Replay |
| Style of main song | Afropop, South African | A song with rapping and improvising for Christmas | Rock | Reggae | Pop | Classical |
| Unit theme | South African music | Festivals and Christmas | Playing together in a band | Reggae and animals | A song about being friends | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental Parts | | | | | | |
| Key | G | G | D | C | C | Revise existing |
| One Note | G | G | F | C | C | |
| Easy Part | G, A + C | G, A + B | D + C | C + D | E + G | |
| Medium Part | G, A, B + C | G, A + B | G, F + C | C + D | E, G, A + B | |
| Melody | E, F, G, A, B + C | N/A | C, D + F | C + D | C, D, E, F, G, A + B | |
| Warm-up Games | Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same. | | | | | |
| Game 1 | Find the Pulse Choose an animal and find the pulse | | | | | |
| Game 2 | Rhythm Copy Back Listen to the rhythm and clap back | | | | | |
| Game 3 | Rhythm Copy Back, Your Turn | | | | | |
| Game 4 | Pitch Copy Back and Vocal Warm-up 1 | | | | | |
| Game 4a | Pitch Copy Back and Vocal Warm-up 2 | | | | | |

| | 1 Autumn One | 2 Autumn Two | 3 Spring One | 4 Spring Two | 5 Summer One | 6 Summer Two |
|--------------------|--|--------------|--|--|--|-----------------|
| Improvising | | | | | | |
| Challenge 1 | Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). | | Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). | Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). | Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). | Revise existing |
| Challenge 2 | Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | | Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G. | Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | |
| Challenge 3 | Improvise! Take it in turns to improvise using C or C and D. | | Improvise! Take it in turns to improvise using F or F and G. | Improvise! Take it in turns to improvise using C or C and D. | Improvise! Take it in turns to improvise using C or C and D. | |
| Composing | | | | | | |
| With one note | C | | F | C | C | Revise existing |
| With three notes | C, D + E | | F, G + A | C, D + E | C, D + E | |
| With five notes | C, D, E, F + G | | F, G, A, B \flat (A \sharp) + C | C, D, E, F + G | C, D, E, G + A | |

Supporting Songs and Styles

| 1 Autumn One | 2 Autumn Two | 3 Spring One | 4 Spring Two | 5 Summer One | 6 Summer Two |
|---|---|---|--|---|--|
| Hands, Feet, Heart by Joanna Mangona | Ho, Ho, Ho by Joanna Mangona | I Wanna Play in a Band by Joanna Mangona | Zootime by Joanna Mangona | Friendship Song by Joanna Mangona and Pete Readman | Reflect, Rewind and Replay |
| Afropop, South African | A song with rapping and improvising for Christmas | Rock | Reggae | Pop | Classical |
| <p>The Click Song sung by Miriam Makeba</p> <p>The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Bring Him Back by Hugh Masekela</p> <p>You Can Call Me Al by Paul Simon</p> <p>Hlokoloza by Arthur Mafokate</p> | <p>Please choose your own song here</p> <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)</p> <p>Suspicious Minds by Elvis Presley (Pop)</p> <p>Sir Duke by Stevie Wonder (Funk)</p> <p>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p> | <p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p> | <p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p> | <p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Bugsy Malone)</p> <p>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p> | <p>Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic</p> <p>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</p> <p>From The Diary Of A Fly by Béla Bartók – 20th Century</p> <p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p> |

Listen and Appraise

| Knowledge | Skills |
|---|---|
| <ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. | <ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. |

Games

| Knowledge | Skills |
|---|--|
| <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. | <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. |

Singing

| Knowledge | Skills |
|--|---|
| <ul style="list-style-type: none"> ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. | <ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. |

Playing

| Knowledge | Skills |
|--|---|
| <ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. | <ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. |

Improvisation

| Knowledge | Skills |
|---|--|
| <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. | Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. |

Composition

| Knowledge | Skills |
|--|--|
| <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. | <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. |

Performance

| Knowledge | Skills |
|---|--|
| <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. | <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. |