



South Gosforth First School
Music – Year 2 Long Term Plan



Purpose of Study

Through our teaching at South Gosforth we want to encourage our children to experience and enjoy listening to and creating music. We will create opportunities for the children to sing and play music using a variety of instruments. Each lesson will include opportunities to listen to and appraise music from a wide variety of genres, types and different cultures from around the world. Teachers will explain concepts using clear musical vocabulary which will be built upon throughout the children's musical education.

There will be clear communication of musical ideas using this vocabulary and modelling of these ideas – either by the teacher or use of appropriate resources (audio/video). Some music lessons will include freedom and opportunities for the children to compose music and choose appropriate instruments to capture an effect. Co-operation and turn taking will also be encouraged through group work as well as the opportunity to perform within the class. This will lead into the children giving and receiving feedback on their own and others performance to build up confidence in this subject area. We would also look to bring in notation throughout their time at South Gosforth – beginning with simple graphical representations of music but progressing to more formal notation of rhythm and melody.

Aims

In line with the National Curriculum for Music it is our aim to ensure that all pupils:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.



Pulse, Rhythm and Pitch



Character

Culture

Creativity

Challenge

Prior Learning: Children understand music is made of long and short sounds. They understand that pulse stays steady and sounds can be high or low. They have an awareness and understanding of the difference between pulse and rhythm from Year 1.

Key Learning Intentions: Children will understand that every piece of music has a “pulse” or “beat”. This is what keeps the music together. Children should be able to find the beat. Children will think about their social question “How Does Music Help Us To make friends?”

Overview of Musical Knowledge (Substantive Knowledge)

- Re-emphasise the difference between pulse, rhythm and pitch
- Learn 3 new songs
- Music is in my soul
 - Hey Friends
 - Hello
 - Jazz and Gospel are both new styles for the children – they will be made aware of the musical context for both as well as the historical and cultural context.

Key Vocabulary

pulse	rhythm
pitch	tempo
timbre	texture
solo	unisons
structure	verse
chorus	gospel
jazz	pop

Overview of Musical Skills (Disciplinary Knowledge)

- Singing accurately as part of a group
- Playing accurately using crotchets minims and quavers
- Copying back phrases sung and played
- Compose some simple phrases using the notes C to G

Milestones of Learning

Suggested Tasks to Elicit and Assess Learning

Music is in my soul – lesson 1

Start with baseline quiz to gauge musical understanding. Introduce gospel genre and explain how it grew out of church music and developed as a singing style. Begin to learn to sing the song and use the glockenspiels to play the melody.

Music is in my soul – lesson 2

Focus on composition and improvising within a set structure. Sing the song as a group focussing on accuracy. Discuss how different rhythmic values can give variety with a phrase and make the music more interesting.

Hey Friends – Lesson 1

Give context to the song Hey Friends and Jazz as a genre – pointing out it from America and over 100 years old. Listen to the song and discuss key features. Learn to sing the song, looking carefully at the children’s posture. Add actions and movement to enhance the performance of the song.

Hey Friends – Lesson 2

Listen to Eye of the Tiger and discuss the Rock genre and how it differs from the Jazz of Hey Friends. Move on to focus on composition and improvising within a set structure. Sing the song as a group focussing on accuracy. Discuss how different rhythmic values can give variety with a phrase and make the music more interesting.

Hello – Lesson 1

Listen to Hello and discuss the genre, tempo etc. Learn to sing the song focussing on accuracy and keeping together to sound stronger as an ensemble.

Hello – Lesson 2

Practise and refine the song then perform all three songs. Compare them and have the children express which is their favourite.



	Enhancements Additional untuned percussion e.g. shakers, agogo or drums could be used to add texture to the piece.
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Djembe 2 – Senegal – dun-dun ta		
 Character Culture Creativity Challenge	Prior Learning: Children have played djembe in year 1 – learning ton-beh from Burkina Faso	
	Key Learning Intentions: Children will build up their skill on untuned percussion recapping what they learned last year before learning a new rhythm.	
	Overview of Musical Knowledge (Substantive Knowledge) - There is a country in Africa called Senegal - They will learn a new rhythm – using a new technique – sweeping – record scratch. - They will learn that rhythms can be combined	Key Vocabulary djembe Senegal tone (edge) bass (middle) master drummer drum circle call response
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - play simple rhythms - play a short rhythmic phrase back accurately - start with the call - count simple rhythmic cycles – e.g. 4x rhythm – stop	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Recap of year 1 learning	Establish the “Drum Circle” and start to think about why music is often played in a circle. Starter, re-establish seating position, remind the children of the ton-beh rhythm and pa-da bah this will recap bass (middle) and tone (edge) sounds.
	Dun dun ta	Starter, re-establish seating position, teach the new rhythm, this can be combined with previous rhythms ton-beh or pa-da ba
	Variation	Starter, re-establish seating position, practise dun dun ta, teach variation using new technique sweeping
	Call	Starter, re-establish seating position, teach the children the traditional call – play as a call and response
	Build into a larger piece	Starter, re-establish seating position, teach suggested structure – Call, 4 x through the main rhythm, 4 x change, 4 x through the main rhythm, call to finish
	Practise and perform	Starter, rehearse and adapt the piece to be recorded and assessed
	Enhancements Banana bell/ other percussion to be used for call and response and “let’s all play our drum” starter	



Playing in an Orchestra		
 Character Culture Creativity Challenge	Prior Learning Children already have an understanding of what an Orchestra is and orchestral music from year 1. They have used the glockenspiels fairly comprehensively throughout the year.	
	Key Learning Intentions: Build up an understanding of what it means to play in a large ensemble. Answer the key question “How does music teach us about the past?” allow extra time to discuss the memories created by different songs.	
	Overview of Musical Knowledge (Substantive Knowledge) Learn 3 songs - Sparkle in the Sun - Listen to the world around you - Playing in an orchestra Name a variety of instruments commonly found in the orchestra. Understand the role of the conductor in setting the speed and making changes clear.	Key Vocabulary pulse rhythm pitch tempo timbre texture jazz style orchestra orchestral
	Overview of Musical Skills (Disciplinary Knowledge) - Singing in a group - Playing accurately on a larger range of pitches Bb C D - Improvise on a range of pitches - Improve the singing posture	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Sparkle In The Sun (lesson 1)	Remind the children of what Jazz is. Discuss how styles have changed over time, new styles were created and that the jazz style did not stay the same. Learn to sing the song – encourage them to move to the music. Add instruments to start to develop ideas.
	Sparkle In The Sun (lesson 2)	Practise singing the song, listen to For the Beauty of The Earth. Introduce the idea of a graphic score using the graphic score tool as a way to record the children’s ideas.
	Listen to the world around you (lesson 1)	Introduce the new song and remind the children of the pop genre. Learn to sing the song accurately concentrating on good posture.
	Listen to the world around you (lesson 2)	Refine singing the song. Move on to composing and improvising over certain sections using G A B on glockenspiels.
	The Orchestra Song (lesson 1)	Introduce different sections of the orchestra and the common instruments that are used in the orchestra. Listen to the song looking closely at the lyrics and matching images to the instruments mentioned. Sing the song and add actions to clearly understand how different instruments are played.
	The Orchestra Song (lesson 2)	Sing and perform all the 3 pieces to assess the learning and allow the children to express a preference and answer the question “how does music teach us about the past?”



	Enhancements – could use the laptops to create individual graphic scores
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Inventing a Musical Story		
 Character Culture Creativity Challenge	Prior Learning The children have composed within some limited structures on a range of pitches, but haven't thought about the idea of narrative through a musical story.	
	Key Learning Intentions Learn a variety of new songs, understand how music can tell a story or carry a message. Answer the social question "Does Music make the world a better place?"	
	Overview of Musical Knowledge (Substantive Knowledge) Learn 3 new songs - Rainbows - Hands, Feet, Heart - All around the World Learn about a new style of music called Kwela – from Southern Africa	Key Vocabulary pulse rhythm pitch tempo timbre texture Kwela Southern African
	Overview of Musical Skills (Disciplinary Knowledge) - Play and clap simple rhythms - Keep to a beat - Respond to high and low pitches - Clap a four beat rhythm - Improvise on a limited number of pitches - Respond and move/dance to the music	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Rainbows (Lesson 1)	Introduce this pop song and think about what message it is conveying. Link back to our social question discretely. Start to learn to sing the song concentrating on good posture.
	Rainbows (Lesson 2)	Introduce Maple Leaf Rag as a piece of ragtime – pointing out the Scott Joplin is a huge figure in this genre. Sing the song then use the graphic score tool to create some individual graphic scores based on the song Rainbows.
	Hands, Feet, Heart (Lesson 1)	Introduce the genre of Kwela as Southern African music - one of many styles found in that region of the world. Start to learn the song and move to the music and add actions and body percussion.
	Hands, Feet, Heart (Lesson 2)	Listen to let's twist again thinking about how to add movement and respond to music by moving to it. Practise singing the song rehearsing and adding actions. Improvise and compose over the music concentrating on keeping a steady beat throughout the improvised sections.



	All Around the World (Lesson 1)	Explain that this song is written around a theme of our whole planet. Learn and sing the song with accuracy. Children could sing some sections as a short solo for assessment.
	All Around the World (Lesson 2)	Sing all 3 songs accurately, choose a song to play instruments with and give the opportunity to assess the children's accuracy.
	Enhancements Adding body percussion, shakers or djembes to accompany the songs	