



Year Group: Year 2

Unit 1

Musical Spotlight: Pulse, Rhythm and Pitch

Social Question: How Does Music Help Us to Make Friends?

Record an expected standard child each lesson and upload to the VLE

[Music Lesson Evidence](#)

A video from each lesson must be recorded and added to the VLE.

Create a class folder, then a unit folder, then a lesson folder and add the video

Term taught: Autumn 1

Subject Specific Vocabulary

Pulse/Beat - the heartbeat of the music

Rhythm - long and short sounds over a steady beat or pulse

Pitch (Melody) - high, low, rising, falling

Tempo - fast, slow

Dynamics - Loud (forte), quiet (piano)

Timbre - different instrumental and vocal sounds

Texture - layers of sound building, solo, unison

Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo

Lesson 1

LO: Recall taught terminology and begin to discuss new terms

Quiz: Baseline

This theory quiz will give you a snapshot of each individual child's musical knowledge at entry-level into each year. There is also a more summative, general music quiz at the end of each unit and year. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. The questions will include: music theory, listening questions and generalised questions about different styles of music. Each question is multiple-choice and allows you to select the correct answer before moving on.

Learning Focus To have fun revising and consolidating the learning that has taken place in the previous year. If students have not covered the material before, you may wish to note down areas for development.

Knowledge and Skills Confidently choose the answer to the question Demonstrate a range of appropriate musical knowledge and understanding.						
Long Term Retrieval Practice	Musicianship Options	Listening Listen and Respond	Singing	Playing	Composing/ Improvising	Performing
Musicianship Move in time with a steady beat	Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Create and perform your own chanted rhythm patterns Improvise Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including	Music Is in My Soul (Part 1) Listen together and find the beat of the music Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song Explore an understanding of the musical concepts related to the song and how they fit Try to use musical language when describing the music What else did you find out about the song?	Record whole class as a pre-assessment Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song	Record whole class as a pre-assessment Play Your Instruments - Music Is In My Soul To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt To play and perform an instrumental part by ear or from standard notation crotchets The Glockenspiel parts use the following notes: Part 2: C, D Part 1: C, D, E, G	Improvise with the Song - Music Is In My Soul Children improvise using notes with the backing track of the song provided. Note options: CC , D C, D, E	Share a performance of the learning that has taken place in the lesson.

	minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns					
Lesson 2 LO: talk about feelings and your response to music						
Long Term Retrieval Practice	Musicianship Options	Listening Listen and Respond	Singing	Playing	Composing/ Improvising	Performing
Listen To move, dance and respond with their bodies while listening to a piece of music	Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Create and perform your own chanted rhythm patterns Improvise: Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on	Music Is in My Soul (Part 2) Listen together and find the beat of the music Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song Explore an understanding of the musical concepts related to the song and how they fit Try to use musical language when describing the music What else did you find out about the song?	Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song			Share a performance of the learning that has taken place in the lesson.

	untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns					
Lesson 3 LO: discuss the style of music						
Long Term Retrieval Practice	Musicianship Options	Listening Listen and Respond	Singing	Playing	Composing/ Improvising	Performing
Sing Sing as part of a group (chorus) My turn, your turn	Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Create and perform your own chanted rhythm patterns Improvise: Find and try to keep a steady beat Very simple rhythm patterns using long and short	Listen together and find the beat of the music Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song Explore an understanding of the musical concepts related to the song and how they fit Try to use musical language when describing the music	Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story?			Share a performance of the learning that has taken place in the lesson.

	Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns	What else did you find out about the song? Ta	Follow a leader Incorporate any actions from the song			
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Lesson 4

LO: begin to discuss pitch and how this can be changed in a graphic score.

Long Term Retrieval Practice	Musicianship Options	Listening Listen and Respond	Singing	Playing	Composing/ Improvising	Performing
Play Play an instrument with respect	Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Create and perform your own chanted rhythm patterns Improvise:	Listen together and find the beat of the music Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song Explore an understanding of the musical concepts related to the song and how they fit	Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song		Create a graphic score using sounds, rhythms and pitch Keep a record of your composition; then you can play it again with your friends	Share a performance of the learning that has taken place in the lesson.

	Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns	Try to use musical language when describing the music What else did you find out about the song?				
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Lesson 5

LO: demonstrate an understanding of posture and technique when performing.

Long Term Retrieval Practice	Musicianship Options	Listening Listen and Respond	Singing	Playing	Composing/ Improvising	Performing
Improvise Understand that improvise is making up their own tune	Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion	Hello Listen together and find the beat of the music Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song	Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story?			Share a performance of the learning that has taken place in the lesson.

Long Term Retrieval Practice	Musicianship Options	Listening Listen and Respond	Singing	Playing	Composing/ Improvising	Performing
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	Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns	Boléro Listen together and find the beat of the music Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song Explore an understanding of the musical concepts related to the song and how they fit Try to use musical language when describing the music What else did you find out about the song?	Revisit the songs you enjoyed singing to prepare for a performance.	Play Your Instruments - Music Is In My Soul To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt To play and perform an instrumental part by ear or from standard notation crotchets The Glockenspiel parts use the following notes: Part 2: C, D Part 1: C, D, E, G	Compose with the Song - Music Is In My Soul Children compose an eight-bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance if singing the song. C, A, G C, D, E, G, A 1. Compose individually or as part of a group 2. Break down the composing task to separate rhythm from pitch, if required 3. Talk about their ideas and revise them in response to feedback 4. Realise the importance of the home note 5. Think about structure in music and how ideas can be repeated or contrasted for interest 6. Successfully create a melody in keeping with the style of the backing track	Record whole class singing and playing as a post-assessment Revise and complete a performance of your chosen song Unit Quiz - Year 2 Unit 1 To strengthen the learning that has taken place in the lesson To develop and broaden music theory and musical knowledge and understanding in relation to all that has taken place in the lessons
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