

Year 2 Music Overview

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Listening and attention	<p>Hands, Feet, Heart</p> <ul style="list-style-type: none"> Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. 	<p>Ho Ho Ho</p> <ul style="list-style-type: none"> Find the pulse. Understand that songs have a musical style. This song has a rap in it – spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. 	<p>I Wanna Play in a Band</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about Rock music. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. 	<p>Zootime</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about Reggae music. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear. 	<p>Friendship Song</p> <ul style="list-style-type: none"> Find the pulse and know that this unit is about being friends. Others will understand that songs have a musical style. Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. Others will recognise all or many of the instruments they can hear. 	<p>Reflect Rewind Revisit</p> <ul style="list-style-type: none"> Listen to previous songs and work on putting together an end of year performance Listen to classical music pieces. Think about what instruments are being played and how the sounds are made.
Games	<ul style="list-style-type: none"> Find the pulse (a steady heartbeat) March in time with the pulse. Be an animal finding the pulse Clap rhythms (long & short sounds whilst marching to the pulse) 	<ul style="list-style-type: none"> Find the pulse (a steady heartbeat) March and find the pulse. Be a rapper and find the pulse. Freestyle finding the pulse Clap rhythms (long & short sounds) 	<ul style="list-style-type: none"> Find the pulse (a steady heartbeat) March and find the pulse. Be a rock star finding the pulse. Freestyle finding the pulse Clap rhythms (long & short sounds) 	<ul style="list-style-type: none"> Find the pulse (Clap rhythms; long & short sounds) Clap the rhythm of their name. Clap the rhythm of their favourite colour. 	<ul style="list-style-type: none"> Find the pulse (a steady heartbeat) Decide how to find the pulse. Clap rhythms (long & short sounds) Clap the rhythm of their name. 	<ul style="list-style-type: none"> Play finding the pulse and rhythm games.

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	<ul style="list-style-type: none"> • Know that rhythm is different to the pulse. • Copy and clap back rhythms. • Clap the rhythm of their name. • Create simple rhythms themselves. 	<p>whilst marching to the pulse)</p> <ul style="list-style-type: none"> • Copy and clap back rhythms. • Clap the rhythm of your name. • Clap the rhythm of your favourite colour. • Create their own rhythms for the class to copy back. 	<p>whilst marching to the pulse)</p> <ul style="list-style-type: none"> • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of their favourite colour. • Create their own rhythms for the class to copy back. 	<ul style="list-style-type: none"> • Create their own rhythms for the class to copy back a steady heartbeat) • Be an animal of your choice. • Clap rhythms (long & short sounds) • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of their favourite colour. • Create their own rhythms for the class to copy back. • Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument. 	<ul style="list-style-type: none"> • Clap the rhythm of their favourite colour. • Create their own rhythms for the class to copy back. 	
Singing	Recognise that songs sometimes have a question and answer section and a chorus	Sing Sing and rap together and in time	Sing Sing and dance together, in time and using actions	Sing Sing and dance together, in time and using actions.	Sing Sing: In two parts.	Sing favourite songs from the year.
Playing	Play instrumental parts	Play instrumental parts	Play instrumental parts	Play instrumental parts	Play instrumental parts	

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	<ul style="list-style-type: none"> • Play accurately and in time • Expected to play: G, A + C 	<ul style="list-style-type: none"> • Play accurately and in time • Most will play G, A + B. 	<ul style="list-style-type: none"> • Play accurately and in time. • Most will play D + C. • Some will play G, F + C 	<ul style="list-style-type: none"> • Play accurately and in time. • Some will use C. • Most will use C + D. 	<ul style="list-style-type: none"> • Play accurately and in time. • Most play E + G. • Some will play C. 	
Improvising	<p>In the lessons and the performance -</p> <ul style="list-style-type: none"> • Most will use C. • Some will play C + D. 	<p>Improvise using words.</p>	<p>In the lessons and the performance -</p> <ul style="list-style-type: none"> • Most will use F. • Some will use F + G. 	<p>In the lessons and the performance -</p> <ul style="list-style-type: none"> • Some will use C. • Most will use C + D. 	<p>In the lessons and as part of the performance –</p> <ul style="list-style-type: none"> • Most will use C. • Some will use C + D. 	
Composing	<p>Compose A simple melody using simple rhythms, and use as part of the performance.</p> <ul style="list-style-type: none"> • Most will use C + D. • Some will use C, D + E or C, D, E, F + 		<p>Compose A simple melody using simple rhythms, and use as part of the performance.</p> <ul style="list-style-type: none"> • Most will use F, G + A. 	<p>Compose A simple melody using simple rhythms, and use as part of the performance.</p> <ul style="list-style-type: none"> • Most will use C + D. • Some will use C, D + E 	<p>Compose A simple melody using simple rhythms, and use as part of the performance.</p> <ul style="list-style-type: none"> • Most will use E + G. • Some will use E, G A + B. 	
Performing	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?</p>	<p>Put together an end of year performance as a class, showcasing what they have learnt.</p>