



Music Medium Term Plan 21-22

Year 2

	Theme	National Curriculum Objectives
Autumn 1	<u>Where we live</u>	play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music
Autumn 2	<u>Walk in the Park</u> <u>Listen and appraise</u> Central Park in the Dark- Charles Edward Ives https://charanga.com/search?search%5Bterm%5D=central+park+in+the+dark To create and choose sounds for a specific effect. To begin to explore and choose sounds to represent different ideas and organise them to create a soundscape. To confidently represent sounds with a range of symbols, shapes or marks (the children can make up their own to represent different sounds) <u>Composition</u>	play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music..

	<p>Explain that they are going to be composers. Can they remember what a composer is? Can they remember any composers that they've listened to?</p> <p>Show children the video clip 'rain' ask them what it sounds like? How did they make the sounds? What happened to the dynamics and the tempo? What instruments did they use? (body percussion)</p> <p>As a class try to recreate the rain soundscape. Show the children how the texture gets thicker as more of them join in. Ask how they would represent the different sounds? What pictures/symbols could be used? How could we write them down so that they don't all start at the same time? Model the process.</p>	
Spring 1	<p style="text-align: center;"><u>Circle of Life</u></p> <p><u>Listening and Appraising- (one 30 minute session or could be done in 2 15 minute sessions)</u></p> <p>To listen to a range of music genres linked to the curriculum topics.</p> <p>Ask children what music they listened to in Sensational Safari in year 1. Carnival of the Animals. Teach them that a composer is someone who writes music (could link to authors writing stories). Camille Saint-Saens was the composer who wrote the Carnival of the Animals.</p> <p>Re listen to https://www.youtube.com/watch?v=fInVDoCnsNk Elephant</p> <p>https://www.youtube.com/watch?v=vI4Xq2LpduU Aviary</p> <p>Discuss the music clips e.g. what does it remind you of? Why? How are the pieces of music different? What do you notice about the tempo (how fast/slow it is)?</p> <p>https://www.youtube.com/watch?v=lEd7Ovt4cWE Listen to the extract from Carnival of the Animals 'Hens and Cockrels' ask the children what animal they think it might represent to get their ideas before letting them know. Ask questions regarding the tempo and dynamics. E.g. what was the tempo like? Was it fast or slow? What were the dynamics? Was it loud or quiet? Did it change?</p> <p>https://www.youtube.com/watch?v=wPHqJTpg0-U Listen to this extract Tortoises from Carnival of the Animals. Ask the children what animal it might represent and why? How is it different to the Hens and Cockrels music? Think about the tempo and dynamics (interrelated dimensions of music).</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p>

	<p>If time allows, listen to other music and appraise. There are more sections of the Carnival of the Animals they could listen to (lion, horse, fish, swan) or Elton John 'Circle of Life' etc. https://www.youtube.com/watch?v=GibiNy4d4gc Discuss the sounds, tempo and dynamics.</p>	
Spring 2	<p style="text-align: center;"><u>Sensational Shibden</u></p> <p>If time: Show images of Shibden Park from their visit. What sounds do they remember hearing? What were the sounds like? Were they loud/quiet/high/low? How could you make that sound? What symbol would you use for your sound? In teacher/TA groups or in small self-led groups (differentiated as necessary) create soundscapes for their visit to Shibden Park.</p> <p>Shibden Park</p>	
Summer 1	<p style="text-align: center;"><u>Fire, Fire</u></p> <p>Performance https://www.bbc.co.uk/teach/school-radio/primary-school-songs-the-great-fire-of-london/zn92jhw Learn to sing London's Burning, London Town has Fallen Down and Ring the Bells of London. Use voices expressively and creatively, e.g. sound effects. To sing with the sense of shape of the melody.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
Summer 2	<p style="text-align: center;"><u>Sun, sea and sand</u></p> <p style="text-align: center;"><u>use of Djembe drums from when African slaves were taken to the Caribbean</u> https://www.kenwoodtravel.co.uk/blog/sounds-of-st-lucia/</p> <p style="text-align: center;"><u>Djembe Drumming (African Drum)</u></p> <p>Performance and Listening and Appraising Djembe Drumming Unit from Charanga Lessons 1-6 (adapt as necessary see separate document)- Main focus- To perform rhythmical patterns and accompaniments, keeping a steady pulse. To listen to and copy simple rhythms. Understanding the</p>	<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>

terms tempo, pulse, rhythm and dynamics. To understand that drums are a percussion instrument. To play in unison with others, keeping to the beat (not speeding up or slowing down) and facing the audience while performing. To begin to identify that musical notation can represent notes of different durations. To respond to different moods in music.