**Year 2 Music Curriculum – Summer Term 2**

|  |
| --- |
| **Theme: 20th Century Music** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| * use their voices expressively and creatively by singing songs and speaking chants and rhymes.
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
 | **Keyword** | Definition  | **Lyrics** | the words to a song | **PSHE** – **History –** **English** – **Science –**  |
| **Bar** | a segment of time corresponding to a specific number of beats | **Melody** | notes that are played one after the other to make a tune (a melody) |
| **Bridge** |  a contrasting section of music, often used in the middle between the verse and chorus | **Ostinato** | a continually repeated musical phrase or rhythm |
| **Chaal rhythm** |  a rhythmic pattern found in Bhangra music | **Pitch** | how high or low a note is |
| **Dhol** | a large, barrel-shaped, double-headed wooden drum, often used in South Asia | **Rhythm** | the pattern of sounds played through time, formed by a series of notes |
| **Dynamics** |  how loudly or softly to play a piece of music | **Tempo** | the speed at which a piece of music is played |
| **Genre** | a style, or particular type of music | **Texture** | how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music |
| **Graphic score** | using non-standard symbols to represent written music | **Timbre** | The quality or ‘colour’ of sound that makes one voice or instrument different from another. |
| **Verse and Chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same  | **Tumbi** | an instrument with a single string, which is plucked. Often used in Bhangra music  |
| **Prior Learning:**20th Century Music- Year 1 | **Future Learning:**20th Century Music- Year 3 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Identify and perform features of Film Music
 | * Features of Film music.
* Understand what defines a scary sound.
 | * Know the meaning of dynamics and tempo and demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).
* Sing songs regularly with a pitch range of do-so with increasing vocal control.
* Create music in response to a non-musical stimulus
 |
| 1. Identify and perform features of Beatles’ music.
 | * Features of music by The Beatles.
* Understand the process of rewriting lyrics to a familiar tune (chorus of Yellow Submarine).
 | * Know the meaning of dynamics and tempo and demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
* Sing songs regularly with a pitch range of do-so with increasing vocal control.
* Sing songs with a small pitch range, pitching accurately.
 |
| 1. Identify and perform features of Modern Bhangra music.
 | * Features of Modern Bhangra.
* Understand what defines a traditional Chaal rhythm.
* Understand that a variety of sounds can be made experimenting using drums.
 | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.
 |
| 1. Create a piece of music using features of different genres.
 | * Creating compositions can be made in response to and featuring elements of the key features of Film, The Beatles and Modern Bhangra.
* Compositions must be planned and rehearsed in advance.
 | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.
* Sing songs regularly with a pitch range of do-so with increasing vocal control.
 |
| 1. Create and practise a piece of music using features of different genres.
 | * Rehearsing performances provide the creative opportunities to improve compositions.
 | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.
* Sing songs regularly with a pitch range of do-so with increasing vocal control.
 |
| 1. Comment on my own and other people’s performances
 | * Compositions are performed to audiences.
* Authentic feedback provides a helpful response to musical performance.
 | * Peer-assess and self-assess the compositions using success criteria.
* Feedback findings in a group setting.
 |
| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1, 2, 4 and 5
 |

|  |  |
| --- | --- |
| **EYFS** | Understanding the World |
| **1** | 20th Century Music |
| **3** | 20th Century Music |
| **4** | 20th Century Music |
| **5** | 20th Century Music |
| **6** | 20th Century Music |

 |
| **Dynamics** | * Lessons 1 and 2
 |
| **Tempo** | * Lessons 1 and 2
 |
| **Composition** | * Lessons 4, 5 and 6
 |