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| Year 2 Unit 3 - How Does Music make the world a better place? | |
| **Links made with other subjects** | The importance of communication, Working and playing together, Stories, Caring about other people, Music from different parts of the world, Playing in a band together, Nature: the sun, Identity and accepting one another |
| **The BIG Question** | Year 2 Unit 3 - How Does Music make the world a better place? |
| **Music objectives**  (link to NC) | * Use their voice 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 interrelated dimensions of music |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*  **Musicianship: Understanding Music** Using body percussion, instruments and voices, In the key centres of: C major, G major, A minor, Find and keep a steady beat, Copy back simple rhythmic patterns using long and short, Copy back simple melodic patterns using high and low  **Listening**: Move and dance with the music confidently, Talk about how the song makes you feel, Find different steady beats, Describe tempo as fast or slow, Describe dynamics as loud and quiet, Join in sections of the song eg call and response, Start to talk about the style of a song, Recognise some band and some orchestral instruments, Start to talk about where music might fit into the world  **Singing** Sing as part of a choir, Demonstrate good singing posture, Sing songs from memory and/ or notation, Sing to communicate the meaning of the words, Sing in unison and sometimes in parts, Understand and follow the leader or conductor, Add actions to a song, Join in sections of the song eg. chorus  **Notation**  Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation, Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of CDEFGAB, GABDEF”, FGABbCDE, Identify hand signals as notation and recognise music notation on a stave of five lines  **Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and G major  **Playing the recorder** Rehearse and learn a simple instrumental part by ear or from notation using the notes GABBbCEF  **Creating: Improvising** Explore improvisation within a major scale using the notes CDE and CGA, GAB, FGA  **Creating: Composing** Create a simple melody using crotchets and minims: CD, CDE, CDEF,CDEFG Start and ending on the note C (C Major), GA,GAB,GABD,GABDE, start and ending on the note G (Pentatonic on G) FG, FGA,FGAC,FGACD, Start and ending on the note F (Pentatonic on F)  **Performing** Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence, Decide on any actions, instrumental parts/improvisatory ideas/ composed passages to be practised and included in the performance, Talk about what the song means and why it was chosen to share, Talk about the difference between rehearsing a song and performing it |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:  Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | * Singing   Demonstrate good singing posture Sing as part of a choir Sing songs from memory and/or from notation Sing to communicate the meaning of the words Sing in unison and sometimes in parts Understand and follow the leader or conductor   * Listening   Move and dance with the music confidently Talk about how the song makes you feel Find different steady beats Describe tempo as fast or slow Describe dynamics as loud and quiet Join in sections of the song eg. call and response Start to talk about the style of a song Recognise some band and orchestral instruments Start to talk about where music might fit into the world   * Composing   Create a simple melody using crotchets and minims eg Start and ending on the note C (C major) Start and ending on the note G (Pentatonic on G) Start and ending on the note F (Pentatonic on F)   * Performing/ Instrumental performance   Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance Talk about what the song means and why it was chosen to share Talk about the difference between rehearsing a song and performing it |
| **Vocabulary/ Glossary** | Tuned percussion, melodic phrases, cuckoo interval, crotchets, quavers, crotchets rests, beat groupings, graphic symbols, dot notation, stick notation, untuned percussion, improvise, question and answer phrases, crescendo, decrescendo, pause, tempo, dynamics, pitch |
| **SEND expectations** | * Differentiated lessons * SEND Charanga scheme – Anyone can play. 5 activity sequence |