



The Music Curriculum

Year 2

Intent	<p>At Benjamin Adlard Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.</p>
Implementation	<p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Benjamin Adlard Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having music tuition, visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience.</p>
Impact	<p>Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p>

Year 2 – Autumn	Unit 1 – Ho, Ho, Ho	Focus – Listen and Appraise/ Singing
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> • 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. 		
Cross Curricular links		
Literacy - Christmas vocabulary. Historical context of musical styles.		
Prior Learning		
By the end of Year 1 pupils will: Knowledge: <ul style="list-style-type: none"> - Know 5 songs off by heart - Know and recognise the sound and names of the instruments they use - Know music has a steady pulse like a heartbeat - Know we can create rhythms from words (food, colours etc) - Know the names of the notes in their instrumental part from memory or when written down - Know how to both improvise and compose using tuned and untuned instruments Skills: <ul style="list-style-type: none"> - Enjoy listening to and moving to a range of music - Find the pulse in a piece of music - Listen to rhythms and create simple rhythms of their own using both voice and instruments - Learn the different sounds they can make with their voice 		
Music Programme of Study in Year 2		
By the end of Year 2 pupils will :		
Knowledge: <ul style="list-style-type: none"> - Know 5 new songs off by heart - Know that songs have a musical style - Know some songs have a chorus or response/answer part - Know the meaning of the words pitch and unison - Know why we need to warm up our voices - Know the names of the new notes they play - Know the names of untuned instruments played - Know how to both improvise and compose using tuned and untuned instruments Skills <ul style="list-style-type: none"> - Learn about voices singing different pitches - Learn how songs can tell a story or describe an idea - Listen and copy games that develop pulse, rhythm and pitch knowledge - Learn to find comfortable singing position - Improvise and compose on a tuned instrument 		

- Choose a song to perform (class, school, parents)
- Record a performance and say how they felt about it

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.

Next Steps – Progression through the Music curriculum

Year 3	Year 4	Year 5	Year 6
Knowledge: <ul style="list-style-type: none"> - Know 5 songs my memory and who sang/wrote them - Know the style of the songs they sing - Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear - Know how to sing in a group is a choir - Know singing and music can make you feel different things - Know how to both improvise and compose using tuned and untuned instruments - Know how to record compositions in different ways (letter names, notes, symbols, audio etc) 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear - Know about texture of music- solo vs group - Know about other instruments played in past, by friends or seen in music - Know how to improvise and compose using tuned and untuned instruments - Know how to record compositions in different ways (letter names, notes, symbols, audio etc) 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary) - Know dynamics and timbre of music - Know and make links to other units played in the past when discussing music styles - Know and discuss historical contexts of songs- what was happening in the world at this time - Know how to improvise and compose using tuned and untuned instruments - Know and record compositions with notation - Know to the notes C,D,E,F,G,A,B + C on the treble stave 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context - Know that we all have our own musical identity - Know and make links to other units played in the past when discussing music styles - Know and create musical ideas for group to copy/reply - Know and record compositions with notation - Know the notes C,D,E,F,G,A,B + C on the treble stave - Know a wider range of musical instruments by sight/sound
Skills <ul style="list-style-type: none"> - Confidently identify the pulse - To discuss how a song/music makes them feel and listen to the thoughts of others - Sing in unison and simple 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge 	Skills <ul style="list-style-type: none"> - Confidently identify and move to the pulse - Discuss the musical dimensions of songs within units - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune' 	Skills <ul style="list-style-type: none"> - To compare two songs in the same style, talking about what stands out musically their similarities and differences. - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and solo, rapping and backing vocals - Listen and copy games that develop pulse, rhythm and pitch knowledge 	Skills <ul style="list-style-type: none"> - To compare two songs talking about what stands out musically their similarities and differences. - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and solo, rapping and backing vocals - Listen and copy games that develop pulse, rhythm and pitch knowledge - Lead a rehearsal session of a small group - Explain the key note and structure of melody

Unit Overview

A Christmas song by Joanna Mangona and Jane Sebba. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.

Key knowledge acquired during this unit:

- I know five songs off by heart.
- I know some songs have a chorus or a response/answer part.
- I know that songs have a musical style.
- I know that music has a steady pulse, like a heartbeat.
- I know that we can create rhythms from words, our names, favourite food, colours and animals.
- I know rhythms are different from the steady pulse.
- I know we add high and low sounds, pitch, when we sing and play our instruments.
- I know and confidently sing five songs from memory.
- I know that unison is everyone singing at the same time.
- I know songs include other ways of using the voice e.g. rapping (spoken word).
- I know why we need to warm up our voices.
- I know that music has a steady pulse, like a heartbeat.
- I know that we can create rhythms from words, our names, favourite food, colours and animals.
- I know rhythms are different from the steady pulse.
- I know we add high and low sounds, pitch, when we sing and play our instruments.

Key skills acquired throughout this unit

- I can learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- I can learn how songs can tell a story or describe an idea. Learn about voices singing notes of different pitches (high and low).
- I can learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
- I can learn to find a comfortable singing position.
- I can learn to start and stop singing when following a leader.

Subject knowledge and teaching guidance:

Teacher Assessment – Ho Ho Ho – Year 2, Unit 2

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Ho, Ho, Ho (A fun song about Christmas)

The children can

- 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.

2 — Musical Activities

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 whilst marching to the pulse)

- 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.**

Pitch

- High and low sounds we add to the pulse and rhythm when we sing/play an instrument.

Play instrumental parts

- Play accurately and in time
- Most will play G, A + B.

Sing and rap together and in time.

Improvise using words.

3 — Perform & Share

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?

Key vocabulary and definitions				
Pitch	High or low sounds in music			
Unison	Everyone singing at once			
Performance	Sharing music with an audience			
Percussion	A musical instrument played by striking with a hand or with a stick or beater or by shaking			
Dynamics	Variation of loudness of a musical composition			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To find the pulse within a piece of music.	To learn to sing the song Ho, Ho, Ho.	To learn to play notes on the glockenspiel in time with the music.	To improvise with the song Ho, Ho, Ho.	To compose with the song Ho, Ho, Ho.

Year 2 – Spring	Unit 2 – Zoo Time	Focus – Playing/Improvising
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> • 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. 		
Cross Curricular links		
Animals, poetry and the historical context of musical styles. Most children should know that music has a steady pulse		
Prior Learning		
By the end of Year 1 pupils will:		
<u>Knowledge:</u>		
<ul style="list-style-type: none"> - Know 5 songs off by heart - Know and recognise the sound and names of the instruments they use - Know music has a steady pulse like a heartbeat - Know we can create rhythms from words (food, colours etc) - Know the names of the notes in their instrumental part from memory or when written down - Know how to both improvise and compose using tuned and untuned instruments 		
<u>Skills:</u>		
<ul style="list-style-type: none"> - Enjoy listening to and moving to a range of music - Find the pulse in a piece of music - Listen to rhythms and create simple rhythms of their own using both voice and instruments - Learn the different sounds they can make with their voice 		
Music Programme of Study in Year 2		
By the end of Year 2 pupils will :		
<u>Knowledge:</u>		
<ul style="list-style-type: none"> - Know 5 new songs off by heart - Know that songs have a musical style - Know some songs have a chorus or response/answer part - Know the meaning of the words pitch and unison - Know why we need to warm up our voices - Know the names of the new notes they play - Know the names of untuned instruments played - Know how to both improvise and compose using tuned and untuned instruments 		
<u>Skills</u>		
<ul style="list-style-type: none"> - Learn about voices singing different pitches - Learn how songs can tell a story or describe an idea - Listen and copy games that develop pulse, rhythm and pitch knowledge - Learn to find comfortable singing position - Improvise and compose on a tuned instrument - Choose a song to perform (class, school, parents) 		

- Record a performance and say how they felt about it

M. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.

Next Steps – Progression through the Music curriculum

Year 3	Year 4	Year 5	Year 6
Knowledge: <ul style="list-style-type: none"> - Know 5 songs my memory and who sang/wrote them - Know the style of the songs they sing - Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear - Know how to sing in a group is a choir - Know singing and music can make you feel different things - Know how to both improvise and compose using tuned and untuned instruments - Know how to record compositions in different ways (letter names, notes, symbols, audio etc) 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear - Know about texture of music- solo vs group - Know about other instruments played in past, by friends or seen in music - Know how to improvise and compose using tuned and untuned instruments - Know how to record compositions in different ways (letter names, notes, symbols, audio etc) 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary) - Know dynamics and timbre of music - Know and make links to other units played in the past when discussing music styles - Know and discuss historical contexts of songs- what was happening in the world at this time - Know how to improvise and compose using tuned and untuned instruments - Know and record compositions with notation - Know to the notes C,D,E,F,G,A,B + C on the treble stave 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context - Know that we all have our own musical identity - Know and make links to other units played in the past when discussing music styles - Know and create musical ideas for group to copy/reply - Know and record compositions with notation - Know the notes C,D,E,F,G,A,B + C on the treble stave - Know a wider range of musical instruments by sight/sound
Skills <ul style="list-style-type: none"> - Confidently identify the pulse - To discuss how a song/music makes them feel and listen to the thoughts of others - Sing in unison and simple 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge 	Skills <ul style="list-style-type: none"> - Confidently identify and move to the pulse - Discuss the musical dimensions of songs within units - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune' 	Skills <ul style="list-style-type: none"> - To compare two songs in the same style, talking about what stands out musically their similarities and differences. - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and solo, rapping and backing vocals - Listen and copy games that develop pulse, rhythm and pitch knowledge 	Skills <ul style="list-style-type: none"> - To compare two songs talking about what stands out musically their similarities and differences. - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and solo, rapping and backing vocals - Listen and copy games that develop pulse, rhythm and pitch knowledge - Lead a rehearsal session of a small group - Explain the key note and structure of melody

Unit Overview

A Reggae Song for Children by Joanna Mangona. This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Key knowledge acquired throughout this unit

- I know the names of the notes in their instrumental part from memory or when written down.
- I know the names of untuned percussion instruments played in class.
- I know improvisation is making up your own tunes on the spot.
- I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- I know everyone can improvise, and you can use one or two notes.

Key skills acquired throughout this unit

- I can treat instruments carefully and with respect.
- I can learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- I can play the part in time with the steady pulse.
- I can listen to and follow musical instructions from a leader.
- I can clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- I can sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- I can improvise – Take it in turns to improvise using one or two notes.

Subject knowledge and teaching guidance:

Teacher Assessment – Zootime – Year 2, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Zootime

The children can

- 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.**

2 — Musical Activities

Find the pulse (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.

Sing and dance together, in time and using actions.

Play instrumental parts

- Play accurately and in time.
- Some will use C.
- Most will use C + D.

Improvise

- In the lessons and the performance.
- Some will use C.
- Most will use C + D.

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will use C, D + E.

3 — Perform & Share

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?

Key vocabulary and definitions				
Pitch	High or low sounds in Music			
Unison	Everyone singing at once			
Performance	Sharing music with an audience			
Melody	A tune, voice or line in a succession of musical tones			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To find the pulse within a piece of music.	To learn to sing the song Zoo Time.	To learn to play notes on the glockenspiel in time with the music.	To improvise with the song Zoo Time.	To compose with the song Zoo Time.

Year 2 – Summer	Unit 3 – Friendship Song	Focus – Composing/Performing
National Curriculum Objectives Covered		
<ul style="list-style-type: none"> • 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. 		
Cross Curricular links		
PSHE - Friendship and being kind to one another.		
Prior Learning		
By the end of Year 1 pupils will:		
<u>Knowledge:</u>		
<ul style="list-style-type: none"> - Know 5 songs off by heart - Know and recognise the sound and names of the instruments they use - Know music has a steady pulse like a heartbeat - Know we can create rhythms from words (food, colours etc) - Know the names of the notes in their instrumental part from memory or when written down - Know how to both improvise and compose using tuned and untuned instruments 		
<u>Skills:</u>		
<ul style="list-style-type: none"> - Enjoy listening to and moving to a range of music - Find the pulse in a piece of music - Listen to rhythms and create simple rhythms of their own using both voice and instruments - Learn the different sounds they can make with their voice 		
Music Programme of Study in Year 2		
By the end of Year 2 pupils will :		
<u>Knowledge:</u>		
<ul style="list-style-type: none"> - Know 5 new songs off by heart - Know that songs have a musical style - Know some songs have a chorus or response/answer part - Know the meaning of the words pitch and unison - Know why we need to warm up our voices - Know the names of the new notes they play - Know the names of untuned instruments played - Know how to both improvise and compose using tuned and untuned instruments 		
<u>Skills</u>		
<ul style="list-style-type: none"> - Learn about voices singing different pitches - Learn how songs can tell a story or describe an idea - Listen and copy games that develop pulse, rhythm and pitch knowledge - Learn to find comfortable singing position - Improvise and compose on a tuned instrument - Choose a song to perform (class, school, parents) 		

- Record a performance and say how they felt about it

M. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.

Next Steps – Progression through the Music curriculum

Year 3	Year 4	Year 5	Year 6
Knowledge: <ul style="list-style-type: none"> - Know 5 songs my memory and who sang/wrote them - Know the style of the songs they sing - Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear - Know how to sing in a group is a choir - Know singing and music can make you feel different things - Know how to both improvise and compose using tuned and untuned instruments - Know how to record compositions in different ways (letter names, notes, symbols, audio etc) 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear - Know about texture of music- solo vs group - Know about other instruments played in past, by friends or seen in music - Know how to improvise and compose using tuned and untuned instruments - Know how to record compositions in different ways (letter names, notes, symbols, audio etc) 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary) - Know dynamics and timbre of music - Know and make links to other units played in the past when discussing music styles - Know and discuss historical contexts of songs- what was happening in the world at this time - Know how to improvise and compose using tuned and untuned instruments - Know and record compositions with notation - Know to the notes C,D,E,F,G,A,B + C on the treble stave 	Knowledge: <ul style="list-style-type: none"> - Know more songs by memory - Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context - Know that we all have our own musical identity - Know and make links to other units played in the past when discussing music styles - Know and create musical ideas for group to copy/reply - Know and record compositions with notation - Know the notes C,D,E,F,G,A,B + C on the treble stave - Know a wider range of musical instruments by sight/sound
Skills <ul style="list-style-type: none"> - Confidently identify the pulse - To discuss how a song/music makes them feel and listen to the thoughts of others - Sing in unison and simple 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge 	Skills <ul style="list-style-type: none"> - Confidently identify and move to the pulse - Discuss the musical dimensions of songs within units - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune' 	Skills <ul style="list-style-type: none"> - To compare two songs in the same style, talking about what stands out musically their similarities and differences. - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and solo, rapping and backing vocals - Listen and copy games that develop pulse, rhythm and pitch knowledge 	Skills <ul style="list-style-type: none"> - To compare two songs talking about what stands out musically their similarities and differences. - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and solo, rapping and backing vocals - Listen and copy games that develop pulse, rhythm and pitch knowledge - Lead a rehearsal session of a small group - Explain the key note and structure of melody

Unit Overview

By Joanna Mangona and Pete Readman

This is a song about being friends. This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!

Key knowledge acquired throughout this unit.

- I know that composing is like writing a story with music.
- I know that everyone can compose.
- I know a performance is sharing music with an audience.
- I know a performance can be a special occasion and involve a class, a year group or a whole school.
- I know an audience can include your parents and friends.

Key skills acquired throughout this unit

- I can help create three simple melodies with the Units using one, three or five different notes.
- I can learn how the notes of the composition can be written down and changed if necessary.
- I can choose a song they have learnt from the Scheme and perform it.
- I can add their ideas to the performance.
- I can record the performance and say how they were feeling about it.

Subject knowledge and teaching guidance:

Teacher Assessment – Friendship Song – Year 2, Unit 5

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Friendship Song

The children can

- 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.**

2 — Musical Activities

Find the pulse (a steady heartbeat)

- Decide how to find the pulse.

Clap rhythms (long + short sounds)

- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- **Create their own rhythms for the class to copy back.**

Sing: In two parts.

Play instrumental parts

- Play accurately and in time.
- Most play E + G.
- Some will play C.

Improvise

- In the lessons and as part of the performance.
- Most will use C.
- **Some will use C + D.**

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use E + G.
- **Some will use E, G A + B.**

3 — Perform & Share

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?

Key vocabulary and definitions				
Pitch	High or low sounds in music			
Unison	Everyone singing at once			
Performance	Sharing music with an audience			
Tempo	The speed or pace of a piece of music			
Brass	Any group of wind instrument			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To find the pulse within a piece of music.	To learn to sing the Friendship Song.	To learn to play notes on the glockenspiel in time with the music.	To improvise with Friendship Song.	To compose with Friendship Song.