

ACET Junior Academies'

Scheme of Work for music Year 2

- Whole class outcome
 - Challenge outcome
- **Previously taught objective**



Unit 1 - Animals			
Enquiry	Key Skill	Key concepts	Outcomes
E1 - What is timbre?	• Move appropriately to music. • Adapt sounds by changing the tempo, dynamics and timbre. • Work in an ensemble to create a short section of sound.	Sound Tempo Dynamics Timbre	Listening • Listen to recorded performances and live music - Animals Composing • Create music in response to a non-musical stimulus Musicianship Pulse/beat • Understand the speed of the beat can change can change, creating a faster or slower pace (tempo) ◦ Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo. • Walk in time to a piece of music or song. Know the difference between left and right to support co-ordination and shared movement with others.
E2 - How can we use	• Describe and appraise music.	Orchestral instruments	Listening

structure rhythm?	- Clap a rhythm, repeat and clap back a rhythm. - Clap a rhythm in time to music. - Recognise musical notation.	Rhythm Rhythmic notation	- Listen to recorded performances and live music – Animals Rhythm - Perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Create rhythms using word phrases as a starting point (tah, tee-tee)
E3 – What is call and response structure?	- Sing a melody with accuracy. - Understand what call and response is. - Sing a call and response song. - Perform with actions.	Rhythm Call and response	Singing - Singing songs with a small pitch range, pitching accurately with increasing control. - Sing songs regularly with a pitch rang of do-so (5th) with increasing vocal range. - Know the meaning of dynamics and tempo - To be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g. crescendo, decrescendo and pause) Pitch - Recognise pitch changes – Play a range of signing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. - Respond to pitch changes heard in short melodic phrases, indicting with actions (e.g. standup/sit down, hands high/hands low)
E4 – How can we develop a call and response rhythm?	- Create a call and response rhythm. - Play a call and response rhythm. - Create a structure for a call and response rhythm.	Call and response Rhythm Structure Repetition	Composing - Create music in response to a non-musical stimulus - Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

	Record the structure of the rhythm.		Rhythm - Perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Create rhythms using word phrases as a starting point (tah, tee-tee)
E5 - How can we improve our performance?	- Play a call and response rhythm. - Follow a structure for a call and response rhythm. - Improve a musical piece. - Appraise others performances.	Call and response Rhythm Structure Perform Dynamics Feedback	Composing - Create music in response to a non-musical stimulus - Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Rhythm - Perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (tah, tee-tee)
Unit 2 - Orchestral instruments			
E1 - What is an orchestra?	- Listen to and describe music. - Recognise the sounds of instrument families and specific instruments.	Orchestra Instruments - individual instruments String section Woodwind section Brass section Percussion section Pitch	Listening Listen to recorded performances and live Musicianship Pulse/beat <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i> <i>Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</i> Pitch - Respond to pitch changes heard in short melodic phrases, indicating with actions (e.g. standup/sit down, hands high/hands low)

E2 - How can music help tell a story?	• Listening and appraising -what is happening in the music including any changes. • Identifying sounds of different instruments of the sections of the orchestra.	Sound effects Orchestral instruments - name of individual instruments	Listening • Listen to recorded performances and live Musicianship Pulse/beat • <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i> ○ <i>Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</i> ○ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. ○ Identify the beat groupings in familiar music that they sing regularly and listen to. Pitch • Respond to pitch changes heard in short melodic phrases, indicating with actions (e.g. standup/sit down, hands high/hands low)
E3 - How can we use timbre, tempo and dynamics to help enhance a story?	• Creating a piece of music with some appropriate. tempo, dynamics and timbre changes.	Tempo Dynamics Timbre Characters Emotions Actions	Singing • Know the meaning of dynamics, tempo, pitch Listening • Listen to recorded performances and live Composing • <i>Create music in response to a non-musical stimulus</i> • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ○ Use music technology, if available, to capture, change and combine sounds.

E4 - What will we use to create a musical story?	- Experiment and select appropriate musical instruments to represent characters. - Experiment and select appropriate timbre, tempo and dynamics to enhance a musical piece.	Experiment Select Timbre Tempo Dynamics Characters Actions Emotions	Singing - Know the meaning of dynamics, tempo, pitch Composing <i>Create music in response to a non-musical stimulus</i> <i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</i> - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Use music technology, if available, to capture, change and combine sounds. Pitch - Recognise dot notation and match it to 3-note tunes played on tuned-percussion.
E5 - What improvements can we make to our performance?	- Select and combine appropriate musical instruments to represent characters. - Select and combine appropriate timbre, tempo and dynamics to enhance a musical piece.	Experiment Select Timbre Tempo Dynamics Characters Actions Emotions	Composing <i>Create music in response to a non-musical stimulus</i> <i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</i> - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Use music technology, if available, to capture, change and combine sounds. Musicianship Pulse/beat <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i> Rhythm

			- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests. - Create and perform their own created rhythm patterns with the same stick notation. Pitch - Recognise dot notation and match it to 3-note tunes played on tuned-percussion.
Unit 3 - Kenya			
E1 - What does Kenyan music sound like?	- Singing, playing and following direction. - Appraising music using appropriate musical vocabulary.	Sing and play Kenyan folk song Soundscape Instruments Listening and appraising Musical vocabulary Inter-related dimensions of music	Pitch - Sing short phrases independently within a singing game or short song Listening - Listen to recorded performances and live Musicianship Pulse/beat <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i> <i>Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</i> <i>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</i>
E2 - How to create a soundscape of the Masai Mara?	- Singing accurately and confidently. - Experiment with multiples ways of making sounds.	Sing and play Kenyan folk song Soundscape Instruments Listening and appraising Musical vocabulary	Pitch - Sing short phrases independently within a singing game or short song Rhythm <i>Create and perform their own created rhythm patterns with the same stick notation.</i>

		Inter-related dimensions of music	
E3 - What does Nairobi city sound like?	- Singing accurately and confidently. - Experiment with multiples ways of making sounds.	Sing and play Kenyan folk song Soundscape Instruments Listening and appraising Musical vocabulary Inter-related dimensions of music	Composing - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Use music technology, if available, to capture, change and combine sounds. Pitch - Sing short phrases independently within a singing game or short song Rhythm - Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests. - Create and perform their own created rhythm patterns with the same stick notation.
E4 - How to structure a soundscape?	- Experiment and select appropriate sounds to recreate an environmental soundscape. - Play instruments musically and confidently. - Listen to others' contribution and ideas. - Select and combine sounds,	Environments Structure - Beginning, middle, end Instruments Voices Body percussion	Composing - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Use music technology, if available, to capture, change and combine sounds. Musicianship Pulse/beat - Understand the speed of the beat can change can change, creating a faster or slower pace (tempo) Pitch - Sing short phrases independently within a singing game or short song Rhythm

	using a structure to organise them.		• <i>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</i> • <i>Create and perform their own created rhythm patterns with the same stick notation.</i>
E5 - How to create a musical journey through Kenya?	• Experiment and select appropriate sounds to recreate an environmental soundscape. • Play instruments musically and confidently. • Listen to others' contribution and ideas. • Select and combine sounds, using a structure to organise them.	Composition Structure Inter-related dynamics of music Performance	Composing • <i>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</i> ◦ <i>Use music technology, if available, to capture, change and combine sounds.</i> Musicianship Pulse/beat • <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i> Pitch • Sing short phrases independently within a singing game or short song Rhythm • <i>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</i> <i>Create and perform their own created rhythm patterns with the same stick notation.</i>