



Medium Term Planning

Year 2



Bricknell Primary School



Music Long Term Plan

Music is taught through units which enable pupils to become confident, create and expressive musicians. The music curriculum is taught progressively through three interrelated pillars: Technical, Constructive and Expressive.

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

The following second order concepts are also explored:

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression: (Using musical terminology, responding, refining, describing, experimenting, exploring)

Autumn Term 1 Year 2

Exploring Simple Patterns

How does music help us to make friends?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Listen to the pieces of music. What instrument is being played? • Which note is the longest? • Is the song fast or slow? • Which notes are higher in the piece in the piece of music?
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<i>End Points</i>	<ul style="list-style-type: none"> • Find the beat or groove in a song. • Describe the tempo as fast or slow. • Describe the dynamics as loud and quiet. • Sing and perform as part of group.
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<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	Similarity and Difference Written, oral and creative expression	1	OO: I can sing and perform in group by copying patterns that involve loud and quiet dynamics and a fast and slow tempo. LO: I can find the beat or groove in a song. I can describe the tempo as fast and slow. I can describe the dynamics as loud and quiet. Complete the prior learning quiz. Music is in my Soul: Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and play either a recorder or glockenspiel. Finish off by performing the song.	I know the meaning of dynamics (loud/quiet) and tempo (fast/slow). I can sing songs with a small pitch range, pitched accurately. I can find the beat or groove of the music. I can share thoughts and feelings about the music with others. I can start to talk about the style of a song	<ul style="list-style-type: none"> • Prepare answer sheets for the quiz. • Glockenspiels • Recorders • Music is in my soul song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	1 continued.		<p>I can move and dance with the music confidently.</p> <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>I can improvise simple vocal chants, using question and answer phrases.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short .</p> <p>I can copy back simple melodic patterns using high and low. I can use body percussion, instruments and voices.</p>	
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	2	<p>OO: I can sing and perform in group by copying patterns that involve loud and quiet dynamics and a fast and slow tempo.</p> <p>LO: I can find the beat or groove in a song.</p> <p>I can describe the tempo as fast and slow.</p> <p>I can describe the dynamics as loud and quiet.</p> <p>Music is in my Soul (part 2): Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the Bolero saying their likes and dislikes. Children then learn the song and finish off by performing as a group.</p>	As Above	<ul style="list-style-type: none"> • Music is in my Souls songg • Bolero song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	3	<p>OO: I can sing and perform in group by copying patterns that involve loud and quiet dynamics and a fast and slow tempo.</p> <p>LO: I can find the beat or groove in a song. I can describe the tempo as fast and slow. I can describe the dynamics as loud and quiet.</p> <p>Hey Friends! (part 1): Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Hey Friends! articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. . Children to perform the song.</p>	<p>As Above</p> <p>I can play some simple instrumental parts.</p>	<ul style="list-style-type: none"> • Hey My Friends song
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	4	<p>OO: I can sing and perform in group by copying patterns that involve loud and quiet dynamics and a fast and slow tempo.</p> <p>LO: I can play some simple instrumental parts. I can copy back simple rhythmic patterns.</p> <p>Hey Friends (part 2): As above but children to listen to appraise Eye of the Tiger expressing thoughts and feelings and likes and dislikes. Children to then learn songs Music is in my Souls and Hey Friends!. Compose with the song Music is in my Soul by using a mixed instrumental set so that the children can play simple notes. Create a graphic score and end the lesson with a performance of Hey Friend!</p>	<p>As above</p> <p>I can play some simple instrumental parts.</p>	<ul style="list-style-type: none"> • Hey My Friends song • Eye of the Tiger song • Music is in my soul song • Hey Friends! Song • Instruments

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can sing and perform in group.</p> <p>LO: I can find the beat or groove in a song. I can describe the tempo as fast and slow. I can describe the dynamics as loud and quiet. I can sing as part of a group.</p> <p>Hello! : Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Hello! articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. . Children to perform the song.</p>	As Above	<ul style="list-style-type: none"> • Hello
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>OO: I can sing and perform in group by copying patterns that involve loud and quiet dynamics and a fast and slow tempo.</p> <p>LO: I can play some simple instrumental parts. I can copy back simple rhythmic patterns.</p> <p>Children to sing all the songs learnt in this unit and play a short piece of music on the glockenspiel or recorder. Children to finish by completing a quiz.</p>	<p>As above</p> <p>I can play some simple instrumental parts.</p>	<ul style="list-style-type: none"> • Glockenspiels • Recorders • Hey My Friends song • Eye of the Tiger song • Music is in my soul song • Hey Friends! Song

Autumn Term 1 Year 2

Focus on Dynamics and Tempo

How does music teach us about the past?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Listen to a pieces of music. What instrument is being played? • Can you find the beat in the music? • Can you play a long /short note on your instrument? • Can you describe the tempo of the music?
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<i>End Points</i>	<ul style="list-style-type: none"> • Find the beat or groove in a song. • Describe the tempo as fast or slow. • Describe the dynamics as loud and quiet. • Sing and perform as part of group. • Play a simple instrumental part.
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<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	1	<p>OO: I can sing and perform in group and play a simple instrument.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics.</p> <p>I can sing and perform as part of a group.</p> <p>I can play a simple instrumental part.</p> <p>Complete the prior learning quiz.</p> <p>Sparkle in the Sun (part 1) : Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and play either a recorder or glockenspiel. Finish off by performing the song.</p>	<p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</p> <p>I can sing songs with a small pitch range, pitched accurately.</p> <p>I can find the beat or groove of the music.</p> <p>I can share thoughts and feelings about the music with others.</p> <p>I can start to talk about the style of a song</p>	<ul style="list-style-type: none"> • Glockenspiels • Recorders • Sparkle in the Sun song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 continued.		<p>I can move and dance with the music confidently.</p> <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>I can improvise simple vocal chants, using question and answer phrases.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short .</p> <p>I can copy back simple melodic patterns using high and low. I can play simple instrumental parts..</p>	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	2	<p>OO: I can sing and perform in group and play a simple instrument.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics.</p> <p>I can sing and perform as part of a group.</p> <p>I can play a simple instrumental part.</p> <p>Sparkle in the Sun (part 2): As above but children to listen to appraise For the Beauty of the Earth expressing thoughts and feelings and likes and dislikes. Children to then learn songs Sparkle in the Sun. Compose with the song by using a mixed instrumental set so that the children can play simple notes. Create a graphic score and end the lesson with a performance of Sparkle in Sun.</p>	As Above	<ul style="list-style-type: none"> ● Sparkle in the Sun Song ● Beauty of the Earth son ● Mixed instruments

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3	<p>OO: I can sing and perform in group.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group.</p> <p>Listen! (part 1): Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and play either a recorder or glockenspiel. Finish off by performing the song.</p>	As Above	<ul style="list-style-type: none"> Listen! song
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	4	<p>OO: I can sing and perform in group and play a simple instrument.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group. I can play a simple instrumental part.</p> <p>Listen! (part 2): As above but children to listen to appraise Fascinating Rhythm expressing thoughts and feelings and likes and dislikes. Children to then learn songs Sparkle in the Sun. and Listen! Improvise with the song Sparkle in the sun by clapping or singing. End the lesson with a performance of Listen!</p>	As Above	<ul style="list-style-type: none"> Sparkle in the Sun Song Listen! Fascinating Rhythm song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can sing and perform in group and play a simple instrumental part.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group. I can play a simple instrumental part.</p> <p>The Orchestra Song: Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and play either a recorder or glockenspiel. Finish off by performing the song.</p>	As Above	<ul style="list-style-type: none"> • The Orchestra Song • Recorders and Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>OO: I can sing and perform in group and play a simple instrument.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group. I can play a simple instrumental part.</p> <p>As above but children to listen to appraise The Beauty of the Earth expressing thoughts and feelings and likes and dislikes. Children to sing a song they have learnt in the unit. Play the recorder or glockenspiel to one song. Improvise and compose with the song Sparkle in the Sun. Perform by singing either Sparkle in the Sun or The Orchestra song.</p>	As Above	<ul style="list-style-type: none"> • All songs in the unit.

Spring Term 1 Year 2

Exploring Feelings and Emotions

How does music make the world a better place?

<i>Prior Learning</i>	<ul style="list-style-type: none"> Listen to a pieces of music. What instrument is being played? Can you find the beat in the music? Can you play a long /short note on your instrument? Can you describe the tempo of the music?
<i>End Points</i>	<ul style="list-style-type: none"> Find the beat or groove in a song. Describe the tempo as fast or slow. Describe the dynamics as loud and quiet. Sing and perform as part of group. Play a simple instrumental part.
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Singing</i></p> <p style="text-align: center;"><i>Listening</i></p> <p style="text-align: center;"><i>Performing and Composing</i></p> <p style="text-align: center;"><i>Musicianship</i></p>		1	<p>OO: I can sing and perform in group and play a simple instrument.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group. I can play a simple instrumental part.</p> <p>Rainbows : Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and play either a recorder or glockenspiel. Finish off by performing the song.</p>	<p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</p> <p>I can sing songs with a small pitch range, pitched accurately.</p> <p>I can find the beat or groove of the music.</p> <p>I can share thoughts and feelings about the music with others.</p> <p>I can start to talk about the style of a song</p>	<ul style="list-style-type: none"> Glockenspiels Recorders Rainbows

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 continued.		<p>I can move and dance with the music confidently.</p> <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>I can improvise simple vocal chants, using question and answer phrases.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short .</p> <p>I can copy back simple melodic patterns using high and low. I can use body percussion, instruments and voices.</p>	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	2	<p>OO: I can sing and perform in group by copying patterns that involve loud and quiet dynamics and a fast and slow tempo.</p> <p>LO: I can find the beat or groove in a song.</p> <p>I can describe the tempo as fast and slow.</p> <p>I can describe the dynamics as loud and quiet.</p> <p>Rainbows (part 2): Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song Maple Leaf Rag saying their likes and dislikes. Children then learn to sing the song and then compose with instruments. Finish off by performing Rainbows as a group.</p>	As Above	<ul style="list-style-type: none"> • Rainbows song • Maple Leaf Rag song

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3	<p>OO: I can sing, perform and play a simple instrumental part in a group.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group. I can play a simple instrumental part.</p> <p>Hands, Feet, Heart (part 1): Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and play either a recorder or glockenspiel. Finish off by performing the song.</p>	As Above	<ul style="list-style-type: none"> • Hands, Feet, Heart song
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	4	<p>OO: I can sing and perform in group.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics. I can sing and perform as part of a group.</p> <p>Hands, Feet, Heart (part 2): As above but children to listen to appraise Maple Rag expressing thoughts and feelings and likes and dislikes. Children to then learn song Hands, Feet, Heart. Improvise with the song by clapping or singing. End the lesson with a performance of Hands, Feet, Heart.</p>	As Above	<ul style="list-style-type: none"> • Maple Rag song • Hands, Feet, Heart song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can sing and perform in group.</p> <p>PP: LO: I can find the beat or groove in a song, the tempo and dynamics.</p> <p>I can sing and perform as part of a group.</p> <p>All Around the World: Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Children to learn the song and finish off by performing the song.</p>	As Above	<ul style="list-style-type: none"> • The Orchestra Song • Recorders and Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>OO: I can sing and perform in group and play a simple instrument.</p> <p>LO: I can find the beat or groove in a song, the tempo and dynamics.</p> <p>I can sing and perform as part of a group.</p> <p>I can play a simple instrumental part.</p> <p>As above but children to listen to appraise Maple Rag expressing thoughts and feelings and likes and dislikes. Children to sing a song they have learnt in the unit. Play the recorder or glockenspiel to one song. Improvise and compose with the song Hands, Feet, Heart or Rainbows. Perform by singing a song of choice from the unit. Take part in a unit quiz.</p>	As Above	<ul style="list-style-type: none"> • All songs in the unit. • iPad to record performances.