

Music Curriculum

Year 2

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	*Friendship Song	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	*Hands, Feet, Heart	Reflect, Rewind & Replay
Style of main song	Pop	A song with rapping and improvising for Christmas	Rock	Reggae	Afropop, South African	Classical
Unit theme	A song about being friends	Festivals and Christmas	Playing together in a band	Reggae and animals	South African music	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Friendship Song by Joanna Mangona and Pete Readman	Listen and Appraise Count On Me by Bruno Mars	Listen and Appraise We Go Together (from Grease soundtrack) Friendship Song	Listen and Appraise You Give A Little Love from Buggy Malone Friendship Song	Listen and Appraise That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John Friendship Song	Listen and Appraise You've Got A Friend In Me by Randy Newman Friendship Song
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song Friendship Song Performance Sing the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts Friendship Song Performance Sing the song and play instrumental parts within the song	Musical Activities -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts Improvise Performance Sing the song and improvise using voices and/or instruments within the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts -Improvise option -Compose Performance Sing the song and perform composition(s) within the song	Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Friendship Song -Play instrumental parts - Improvise option -Play your composition(s) within the song Performance Choose what you perform today. Start to prepare for the end-of-unit performance	Musical Activities -Flexible Games (optional) -Sing the song Friendship Song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: -Play instrumental parts - Improvise option -Play your composition(s) within the song Performance Prepare for the end-of-unit performance PERFORM TO YOUR CLASS

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Keyboard • Drums • Bass • electric guitars • saxophone • trumpet • pulse • rhythm • pitch 	<ul style="list-style-type: none"> • improvise • compose • perform • audience • question and answer • melody • dynamics • tempo 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music.
- Others will find the pulse to any other unit song
- Recognise and name 2 or more instruments they hear: keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.
- Recognise all or many of the instruments they can hear.

Musical Activity

Find the Pulse:

- March in time with the pulse.
- Be an animal finding the pulse.

Clap Rhythms:

- Know that rhythm is different to the pulse
- Count and clap back rhythms.
- Clap the rhythm of their name.
- Create simple rhymes themselves.

Sing:

- Recognise that songs sometimes have a question and answer section and a chorus.

Play instrumental parts:

- Play accurately and in time.
- Expected to play: G, A + C
- Some will play: G, A B + C

Improvise:

- In the lessons and the performance.
- Most will use C
- Some will play 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 or C, D E, F + G

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments in class
- Introduce performance to an audience.

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Music Topic	*Friendship Song	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	*Hands, Feet, Heart	Reflect, Rewind & Replay
Style of main song	Pop	A song with rapping and improvising for Christmas	Rock	Reggae	Afropop, South African	Classical
Unit theme	A song about being friends	Festivals and Christmas	Playing together in a band	Reggae and animals	South African music	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels

Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise HO HO HO by Joanna Mangona</p> <p>Musical Activities -Flexible Games -Vocal warm-ups and start to learn the song -HO HO HO</p> <p>Performance Sing the song</p>	<p>Listen and Appraise Choose your own song here HO HO HO by Joanna Mangona</p> <p>Musical Activities -Flexible Games -Vocal warm-ups and sing the song Ho Ho Ho -Play instrumental parts</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise Bring Him Back Home (Nelson Mandela) by Hugh Masekela HO HO HO by Joanna Mangona</p> <p>Musical Activities -Flexible Games -Vocal warm-ups and sing the song Ho Ho Ho -Play instrumental parts</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise Suspicious Minds by Elvis Presley HO HO HO by Joanna Mangona</p> <p>Musical Activities -Flexible Games -Sing the song Ho Ho HO -Play instrumental parts</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise Sir Duke by Stevie Wonder HO HO HO by Joanna Mangona</p> <p>Musical Activities -Flexible Games -Sing the song Ho Ho HO -Play instrumental parts</p> <p>Performance Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise Fly Me to the Moon by Frank Sinatra HO HO HO by Joanna Mangona</p> <p>Musical Activities -Flexible Games -Sing the song Ho Ho HO -Play instrumental parts</p> <p>Performance Prepare for the end-of-unit performance PERFORM TO YEAR 1</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Keyboard • Bass • Guitar • Percussion • Trumpets • Saxophones • Pulse • rhythm 	<ul style="list-style-type: none"> • pitch • perform • audience • rap • improvise • dynamics • tempo 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- 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.

Musical Activity

Find the Pulse:

- March in time with the pulse.
- Be a rapper and find the pulse.
- Freestyle using the pulse

Clap Rhythms:

- Count and clap back rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- Create their own rhymes of the class to copy back

Sing:

- Sing and rap together in time.

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.
- Expected to play: G, A & B.

Improvise:

- Using words.

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to Year 1
- Introduce performance to an audience.

Music Curriculum

Year 2

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Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	*Friendship Song	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	*Hands, Feet, Heart	Reflect, Rewind & Replay
Style of main song	Pop	A song with rapping and improvising for Christmas	Rock	Reggae	Afropop, South African	Classical
Unit theme	A song about being friends	Festivals and Christmas	Playing together in a band	Reggae and animals	South African music	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels

Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise I Wanna Play In A Band by Joanna Mangona</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song I Wanna Play In A Band</p> <p>Performance Sing the song</p>	<p>Listen and Appraise We Will Rock You by Queen I Wanna Play In A Band</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Play instrumental parts</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise Smoke On The Water by Deep Purple I Wanna Play In A Band</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Play instrumental parts -Improvise (optional extension activities for improvisation)</p> <p>Performance Sing the song and improvise using voices and/or instruments within the song</p>	<p>Listen and Appraise Rockin' All Over The World by Status Quo I Wanna Play In A Band</p> <p>Musical Activities - Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Compose</p> <p>Performance Sing the song and perform composition(s) within the song</p>	<p>Listen and Appraise Johnny B.Goode by Chuck Berry I Wanna Play In A Band</p> <p>Musical Activities - Warm-up Games -Flexible Games optional - Sing the song I Wanna Play In A Band -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song</p> <p>Performance Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise I Saw Her Standing There by The Beatles I Wanna Play In A Band</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song I Wanna Play In A Band -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> Play instrumental parts Improvise option (optional extension activities for improvisation) Play your composition(s) within the song </p> <p>-Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> <p>Performance Prepare for the end-of-unit performance PERFORM TO PARENTS</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> Keyboard Drums Bass electric guitar rock pulse rhythm pitch 	<ul style="list-style-type: none"> improvise compose perform audience melody dynamics tempo 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Find the pulse and know that this unit is about Rock music.
- Others will understand that songs have a musical style.
- Recognise and name 2 or more instruments they hear: keyboard, drums, bass, electric guitar, singers.
- Others will recognise all or many of the instruments they can hear.

Musical Activity

Find the Pulse:

- March in time with the pulse.
- Be a Rockstar finding the pulse.
- Freestyle using the pulse

Clap Rhythms:

- Count and clap back rhythms.
- Clap the rhythm of their name
- Clap the rhythm of their favourite colour.
- Create their own rhymes for the class to copy back.

Sing:

- Sing and dance together, in time and using actions.

Play instrumental parts:

- Play accurately and in time.
- Most will play: D & C
- Some will play G, F + C

Improvise:

- In the lessons and the performance.
- Most will use F
- Some will use F + G

Compose:

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use F, G & A

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to parents
- Introduce performance to an audience.

Music Curriculum

Year 2

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	*Friendship Song	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	*Hands, Feet, Heart	Reflect, Rewind & Replay
Style of main song	Pop	A song with rapping and improvising for Christmas	Rock	Reggae	Afropop, South African	Classical
Unit theme	A song about being friends	Festivals and Christmas	Playing together in a band	Reggae and animals	South African music	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels

Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise Zootime by Joanna Mangona</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song Zootime</p> <p>Performance Sing the song</p>	<p>Listen and Appraise Kingston Town by UB40 Zootime</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise Shine by ASWAD Zootime</p> <p>Musical Activities. -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts -Improvise (optional extension activities for improvisation)</p> <p>Performance Sing the song and improvise using voices and/or instruments within the song</p>	<p>Listen and Appraise I.G.Y. by Donald Fagen</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Compose Zootime</p> <p>Performance Sing the song and perform composition(s) within the song</p>	<p>Listen and Appraise Feel Like Jumping by Marcia Griffiths Zootime</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song</p> <p>Performance Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen and Appraise I Can See Clearly Now by Jimmy Cliff Zootime</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Zootime -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> <p>Performance Prepare for the end-of-unit performance PERFORM TO KS1</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Keyboard • Drums • bass • electric guitar • reggae • pulse • rhythm • pitch 	<ul style="list-style-type: none"> • improvise • compose • perform • audience • melody • dynamics • tempo 	

Assessment:
Substantive knowledge to be explicitly taught By the end of this unit children will know:
Listen and Appraise
<ul style="list-style-type: none"> • Find the pulse and know that this unit is about Reggae music. • Others will understand that songs have musical style • Recognise and name 2 or more instruments they hear: keyboard, bass, drums, electric guitars, singers. • Others will recognise all or many of the instruments they can hear.
Musical Activity
Find the Pulse: <ul style="list-style-type: none"> • Be an animal of your choice.
Clap Rhythms: <ul style="list-style-type: none"> • Count and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of their favourite colour. • Create their own rhymes for their class to copy back.
Pitch: <ul style="list-style-type: none"> • High and low sounds we add to the pulse and rhythm when we sing/play an instrument.
Sing: <ul style="list-style-type: none"> • Sing dance together, in time and using actions.
Play instrumental parts: <ul style="list-style-type: none"> • Play accurately and in time. • Some will use C. • Most will use C & D.
Improvise: <ul style="list-style-type: none"> • In the lessons and the performance. • Some will use C • Most will play C & D.
Compose: <ul style="list-style-type: none"> • A simple melody using simple rhythms, and use as part of the performance. • Most will use C & D. • Some will use C, D & E.
Perform and Share
<ul style="list-style-type: none"> • Share and perform the learning that has taken place. • Perform song and instruments to KS1 • Introduce performance to an audience.

Music Curriculum

Year 2

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Topic	*Friendship Song	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	*Hands, Feet, Heart	Reflect, Rewind & Replay
Style of main song	Pop	A song with rapping and improvising for Christmas	Rock	Reggae	Afropop, South African	Classical
Unit theme	A song about being friends	Festivals and Christmas	Playing together in a band	Reggae and animals	South African music	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels

Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise Hands, Feet, Heart by Joanna Mangona</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Start to learn the song Hands, Feet, Heart</p> <p>Performance Sing the song</p>	<p>Listen and Appraise The Click Song sung by Miriam Makeba</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hands, Feet, Heart -Play instrumental parts Hands, Feet, Heart</p> <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise The Lion Sleeps Tonight sung by Soweto Gospel Choir Hands, Feet, Heart</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hands, Feet, Heart -Play instrumental parts -Improvise (optional extension activities for improvisation)</p> <p>Performance Sing the song and improvise using voices and/or instruments within the song</p>	<p>Listen and Appraise Bring Him Back Home by Hugh Masekela Hands, Feet, Heart</p> <p>Musical Activities -Warm-up Games -Flexible Games, (optional) -Sing the song Hands, Feet, Heart -Play instrumental parts -Improvise option(optional extension activities for improvisation) -Compose</p> <p>Performance Sing the song and perform composition(s) within the song</p>	<p>Listen and Appraise You Can Call Me Al by Paul Simon</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) - Sing the song Hands, Feet, Heart -Play instrumental parts -Improvise option (optional extension activities for improvisation) -Play your composition(s) within the song</p> <p>Performance Choose what you perform today. Start to prepare for the end-of-unit performance Hands, Feet Heart</p>	<p>Listen and Appraise Hlokoloza by Arthur Mofokate</p> <p>Musical Activities -Warm-up Games -Flexible Games (optional) -Sing the song Hands, Feet, Heart -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> Play instrumental parts Improvise option (optional extension activities for improvisation) Play your composition(s) within the song -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Hands, Feet, Heart</p> <p>Performance Prepare for the end-of-unit performance PERFORM TO PARENTS</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Keyboard • Drums • Bass • Glockenspiel • Pulse • rhythm • pitch 	<ul style="list-style-type: none"> • improvise • compose • perform • audience • melody, • dynamics • tempo 	

Assessment:

**Substantive knowledge to be explicitly taught
By the end of this unit children will know:**

Listen and Appraise

- Find the pulse and know that this unit is about being friends.
- Others will understand that songs have musical style
- Recognise and name 2 or more instruments they hear: keyboard, bass, a female singer, a glockenspiel.
- Others will recognise all or many of the instruments they can hear.

Musical Activity

Find the Pulse:

- Decide how to find the pulse.

Clap Rhythms:

- 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 2 parts.

Play instrumental parts:

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

Improvise:

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

Perform and Share

- Share and perform the learning that has taken place.
- Perform song and instruments to parents.
- Introduce performance to an audience.

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Year 2

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
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Instrument	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels	Ocarinas	Glockenspiels
	https://www.lincsmusicservicedigital.org/schem			login: 279410	Password: zfcry77k2e	

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Reflect and Rewind Reflect - Peer Gynt Suite: Anitra's Dance by Edvard Grieg - Romantic Rewind and Listen Out! Fly Bring Him Back Home (Nelson Mandela) by Hugh Masekela	Listen and Appraise Reflect and Rewind Reflect - Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque Rewind and Listen Out! Fly Me To The Moon sung by Frank Sinatra .	Listen and Appraise Reflect and Rewind Reflect - From the Diary Of A Fly by Béla Bartók - 20th Century Rewind and Listen Out! We Will Rock You by Queen	Listen and Appraise Reflect and Rewind Reflect - Fantasia on Greensleeves by Vaughan Williams - 20th Century Rewind and Listen Out! Feel Like Jumping by Marcia Griffiths	Listen and Appraise Reflect and Rewind Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky - Romantic Rewind and Listen Out! You've Got A Friend In Me by Randy Newman	Listen and Appraise Reflect and Rewind Reflect - The Robots (Die Roboter) by Kraftwerk Rewind and Listen Out! Count On Me by Bruno Mars
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities Reflect, Rewind and Replay A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year	Musical Activities Reflect, Rewind and Replay -Warm-up games with Hands, Feet, Heart -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year	Musical Activities Reflect, Rewind and Replay -Flexible games with Ho, Ho, Ho -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year	Musical Activities Reflect, Rewind and Replay -Warm-up games with I Wanna Play In A Band -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year	Musical Activities Reflect, Rewind and Replay -Warm-up games with Zootime -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year	Musical Activities Reflect, Rewind and Replay -Warm-up games with Friendship Song -A composition activity using First Composer -Rhythm Grid work -The Language of Music -Rewind and Replay (Revision) - revisit songs from the year
	Perform and Share Replay Prepare for a performance of songs and activities from the year.	Perform and Share Replay Prepare for a performance of songs and activities from the year.	Perform and Share Replay Prepare for a performance of songs and activities from the year.	Perform and Share Replay Prepare for a performance of songs and activities from the year.	Perform and Share Replay Prepare for a performance of songs and activities from the year.	Perform and Share Replay Prepare for a performance of songs and activities from the year. PERFORM TO WHOLE SCHOOL

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Keyboard • Drums • Bass • Glockenspiel • Pulse • Rhythm • pitch 	<ul style="list-style-type: none"> • improvise • compose • perform • audience • melody • dynamics • tempo 	

Assessment:
Substantive knowledge to be explicitly taught
By the end of this unit children will know:
Listen and Appraise
<ul style="list-style-type: none"> • Listen and appraise Classical Music
Musical Activity
Sing:
<ul style="list-style-type: none"> • Singing
Play instrumental parts:
<ul style="list-style-type: none"> • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. • Play instruments within the song
Improvise:
<ul style="list-style-type: none"> • Improvisation using voices and instruments
Compose:
<ul style="list-style-type: none"> • Composition
Perform and Share
<ul style="list-style-type: none"> • Share and perform the learning that has taken place. • Perform song and instruments to parents • Introduce performance to an audience.