Orton Wistow Primary School – Curriculum Plan

Subject : Music | **Year : 2** | **Term : Autumn** (Charanga – Hands, Feet, Heart)

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
Pulse *(Latin: pulsus meaning beat)* – a steady beat, like a ticking clock **Rhythm** – a pattern of long and short sounds **Pitch**- how high or low the notes are **Tempo** *(Latin: tempus meaning time)*How fast or slow the music is **Improvise** *(Latin: improviso meaning unforeseen)* – to make up on the spot **Compose** *(Latin: componere meaning to put together, cf to English component)* – to create a piece of music **Dynamics** *(Greek: dunamis meaning power)* – how loudly or quietly the music is being played **Keyboard** - An electric instrument played like the piano. It has a range of pre-recorded sounds **Electric Guitar -** It is a string instrument usually played with a pick and sometimes with the fingers. It uses things called "electric pickups" which are wire-wound magnets that change the vibration of the strings into electric current **Saxophone -** woodwind instrument usually made of brass and played with a single-reed mouthpiece	There have been many different styles of music within South Africa: **Afropop**: • Generally uses electric guitars that weave in and out of each other • Some traditional instruments such as the penny whistle, keyboards, bass and drums • Strong Dance or Swing beat South African Jazz: Uses a keyboard/piano, bass and drums with perhaps a saxophone and/or a trumpet. Lots of improvisation is included. **South African Freedom Songs:** Freedom Songs were songs that were often sung during Nelson Mandela's imprisonment and often during social gatherings. • The words are about freeing Nelson Mandela and how unfair it was that he was in prison for trying to free the people of South Africa • Strong Dance beat • Use of electric guitars, keyboards, bass and drums. Can be sung unaccompanied ie a cappella **South African Choral music**: Traditional South African music generally uses voices only or voices and drums. It is sung in a language such as Zulu or Xhosa (there are 12 official languages). Singing will consist of call			Understand and explore how music is created How the interrelated dimensions of music (pitch/pulse/rhythm) affect the music To understand some songs have a chorus or a response/answer part How does the music make you feel? How does changing the way we play/sing affect the piece of music? Where Afropop/South African music fits into the musical canon. What influenced South African music			Find the pulse Copy and clap back rhythms Sing in tune Play a tuned instrument in time with a steady pulse Improvise around a tune based on the Unit song Compose using a simple rhythm Learn how the notes of the composition can be written down and changed if necessary.		

Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do

Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
Trumpet - A trumpet is a brass instrument commonly used in classical and jazz ensembles. **Bass guitar** – a guitar, usually with 4 strings tuned to E/A/D/G **Drums** – percussion instruments which are hit to create a note **Decks** – a unit for playing or recording records/tapes/cd's **Perform** – play your music out loud, often to an audience (people watching/listening) **Question and Answer -** A musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea (also known as call and response)	and response, call by one singer and response by lots. **Traditional South African music**: • The Click Song, for example, is sung in a South African language Xhosa, using lots of clicking sounds • There are some drums and guitars accompanying the vocals, but many traditional songs are unaccompanied Other songs in the unit include: *The Click Song* sung by Miriam Makeba *The Lion Sleeps Tonight* sung by Soweto Gospel Choir *Bring Him Back* by Hugh Masekela *You Can Call Me Al* by Paul Simon *Hlokoloza* by Arthur Mafokate Songs include other ways of using the voice e.g. rapping (spoken word).								

Orton Wistow Primary School – Curriculum Plan

Subject : Music | **Year : 2** | **Term : Spring (Charanga I wanna Play in a band)**

Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** (Remembering) / **Teaching** (Telling) / **Assessment** (Testing)	**Learning** (Practising) / **Teaching** (Coaching) / **Assessment** (Observing)	**Learning** (Reflecting) / **Teaching** (Facilitating) / **Assessment** (Evaluating)
Pulse *(Latin: pulsus meaning beat)* – a steady beat, like a ticking clock **Rhythm** – a pattern of long and short sounds **Pitch**- how high or low the notes are **Tempo** (L*atin: Tempus meaning time*)– how fast or slow the music is **Dynamics** *(Greek: dunamis meaning power)* – how loudly or quietly the music is being played **Improvise** *(Latin: improviso meaning unforeseen)* – to make up on the spot **Compose** *(Latin: componere meaning to put together, cf to English component)* – to create a piece of music **Melody** *(Greek: melos meaning song)* - the tune **Bass guitar** – a guitar, usually with 4 strings tuned to E/A/D/G **Drums** – percussion instruments which are hit to create a note **Perform** – play your music out loud, often to an audience (people watching/listening) **Keyboard** – an electric instrument like a piano	Rock music is a broad genre of popular music that originated as "rock and roll" in the United States in the late 1940s and early 1950s, and developed into a range of different styles in the mid-1960s and later, particularly in the United States and the United Kingdom. What are the style indicators of rock music? • Heavily-amplified guitar • Bass guitar • Drums • Keyboard sounds • Often male vocals with backing vocals from other band members. • Frequent solo guitar • Sometimes distortion of the sound • A heavy backbeat Examples of rock in this unit are: *I Wanna Play In A Band* by Joanna Mangona *We Will Rock You* by Queen *Smoke On The Water* by Deep Purple	Understand and explore how music is created How to play in an ensemble or band How the interrelated dimensions of music (pitch/pulse/rhythm) affect the music How does the music make you feel? How does changing the way we play/sing affect the piece of music? Where Rock music fits into the musical canon. What influenced Rock music	Find the pulse Copy and clap back rhythms Sing in tune Play a tuned instrument in time with a steady pulse Improvise around a tune based on the Unit song Create three simple melodies using 1,3 or 5 different notes Perform a song from the unit

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Rock – particular style of music	*Rockin' All Over The World* by Status Quo *Johnny B.Goode* by Chuck Berry *I Saw Her Standing There* by The Beatles		

Orton Wistow Primary School – Curriculum Plan

Subject : Music | **Year : 2** | **Term : Summer (Charanga - Friendship Song)**

Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** (Remembering) / **Teaching** (Telling) / **Assessment** (Testing)	**Learning** (Practising) / **Teaching** (Coaching) / **Assessment** (Observing)	**Learning** (Reflecting) / **Teaching** (Facilitating) / **Assessment** (Evaluating)
Pulse *(Latin: pulsus meaning beat)* – a steady beat, like a ticking clock **Rhythm** – a pattern of long and short sounds **Pitch**- how high or low the notes are **Tempo** (*Latin: Tempus meaning time*)– how fast or slow the music is	This unit focusses on the theme of friendship. The core song is the Friendship Song by Joanna Mangona and Pete Readman The style is a pop song – modern and upbeat. How to identify pop music:	Understand and explore how music is created How to play in an ensemble or band How the interrelated dimensions of music (pitch/pulse/rhythm) affect the music	Find the pulse Create rhythms for other to copy Sing notes of different pitches (high and low) Treat instruments carefully and with respect

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Define the word and include etymology if useful.	**Learning** Remembering / **Teaching** Telling / **Assessment** Testing	**Learning** Practising / **Teaching** Coaching / **Assessment** Observing	**Learning** Reflecting / **Teaching** Facilitating / **Assessment** Evaluating
Dynamics *(Greek: dunamis meaning power)* – how loudly or quietly the music is being played **Improvise** *(Latin: improviso meaning unforeseen)* – to make up on the spot **Compose** *(Latin: componere meaning to put together, cf to English component)* – to create a piece of music **Melody** *(Greek: melos meaning song)* - the tune **Bass guitar** – a guitar, usually with 4 strings tuned to E/A/D/G **Drums** – percussion instruments which are hit to create a note **Perform** – play your music out loud, often to an audience (people watching/listening) **Keyboard** – an electric instrument like a piano **Glockenspiel** – a percussion instrument with **metal plates** struck with beaters (NB: Xylophones have wooden or plastic plates)	The core elements which define pop include generally short length songs, written in a basic format (often the verse-chorus structure), as well as the common use of repeated choruses. It is vocally driven. Vocals are the most important part of the song along with the lyrics. Other songs included in the unit are: *Count On Me* by Bruno Mars *We Go Together* (from Grease soundtrack) *You Give A Little Love* from Bugsy Malone *That's What Friends Are For* by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John *You've Got A Friend In Me* by Randy Newman	How does the music make you feel? What makes a good friend? How does changing the way we play/sing affect the piece of music? Where pop music fits into the musical canon.	Play a tuned instrument in time with a steady pulse Improvise around a tune based on the Unit song Create three simple melodies using 1,3 or 5 different notes Perform a song from the unit and say how they felt about their performance