












<p><b>Year Group:</b> Y2</p>	<p><b>Title:</b> That's the way to do it</p>
<p><b>National Curriculum coverage:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned 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.</p>	<p><b>Context:</b> This topic was chosen to compliment the art and D&amp;T project It moves the children on from their untuned percussion and simple singing work from Y1 by adding pitch to percussion performance work and focussing more on expressive styles of singing It prepares children for the chanting work in Y3 through the introduction to musical notation and rhythm work with the boom whackers</p>
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Performing</li> <li>• Composing</li> <li>• Evaluating</li> </ul>	<p><b>Pre &amp; Post Learning:</b> Defining the key vocabulary</p>
<p><b>Visits and Visitors:</b> Concert for parents performing music composed</p>	<p><b>St. Mary's Experience:</b> Play an instrument</p>
<p><b>Careers/preparation for adulthood:</b></p> <p> <b>Listening &amp; Talking About Music</b></p> <ul style="list-style-type: none"> <li>• Music journalist</li> <li>• Music producer</li> <li>• Radio presenter</li> <li>• Teacher</li> </ul> <p> <b>Singing with Confidence</b></p> <ul style="list-style-type: none"> <li>• Professional singer</li> <li>• Musical theatre performer</li> <li>• Choir leader</li> <li>• Voice coach</li> </ul> <p> <b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>• Orchestral musician</li> <li>• Band member</li> <li>• Music therapist</li> <li>• Film and TV musician</li> </ul> <p> <b>Composing &amp; Writing Music</b></p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Songwriter</li> <li>• Film or game music composer</li> </ul>	<p><b>Key People:</b></p> <p>N/A</p>

	<p><b>Catholic Social Teaching:</b> Solidarity - We support other people in our class as we hear their work and show we care through our feedback.</p> <p>Participation – We work as a class team to create musical performances. Everyone’s contribution matters.</p>		<p><b>British Values:</b></p> <ul style="list-style-type: none"> <li> <b>Democracy</b> - Pupils learn that everyone has a voice and that decisions can be made fairly.</li> <li> <b>Rule of Law</b> - Pupils understand that rules help everyone work safely and successfully – link to following the written notations &amp; etiquette for rehearsals &amp; performances</li> <li> <b>Mutual Respect</b> - Listening carefully to others’ performances and giving constructive feedback. Working cooperatively in part-singing and ensemble playing. Acknowledging different strengths within the group.</li> <li> <b>Tolerance</b> – Appreciation of diversity and different cultural traditions.</li> <li> <b>Individual Liberty</b> - Pupils are encouraged to express themselves safely and respectfully</li> </ul>
<p><b>End points (by the time pupils leave St. Mary’s):</b></p> <ol style="list-style-type: none"> <li>1. Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary</li> <li>2. Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs</li> <li>3. Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs</li> <li>4. Compose for a purpose and notate it using the stave or alternative notation</li> </ol>			
<p><b>Prior knowledge:</b> YR Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul> <p>Y1</p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and give a simple comment on the pitch, tempo, dynamics and feeling</li> <li>• Perform (sing) some simple songs, chants and rhymes with some control over pitch and tempo</li> <li>• Perform (play) some simple 8 beat rhythm patterns following simple notation on untuned percussion</li> <li>• Create a musical sound which represents something</li> <li>• Draw a symbol to represent a musical sound</li> </ul>	<p><b>Future knowledge: Y3</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and use Italian vocabulary comment on the tempo and dynamics and any changes in either of these</li> <li>• Perform (sing) with accuracy of pitch and tempo in an ensemble</li> <li>• Perform (play) short and simple rhythms with fluency on untuned percussion following notation</li> <li>• Create a musical sequence to invoke a specific mood</li> <li>• Notate a simple composition using crotchets, quavers, crotchet rests and some expressive symbols</li> </ul>		

<p><b>Crucial knowledge: Y2</b></p> <ul style="list-style-type: none"> <li>Listen to a piece of music and comment on the articulation, timbre and use some Italian vocabulary to comment on the dynamics</li> <li>Perform (sing) songs, chants and rhymes with thought to dynamics and mood</li> <li>Perform (play) some songs following simple notation on tuned percussion</li> <li>Create musical sequences using pitch and rhythm</li> <li>Draw crotchets, quavers and crotchet rests to show a rhythm pattern</li> </ul>	<p><b>Vocabulary</b></p>	
	<p><b>Tier 2</b> (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>smooth spikey purpose</p>	<p><b>Tier 3</b> (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <p>conductor forte piano articulation timbre soundscape notation crotchet quavers crotchet rest</p>
<p><b>Songs known by the end of Y2 selected from the following list (but not limited to):</b></p> <ul style="list-style-type: none"> <li>Sea Shanty Medley</li> <li>My Lighthouse</li> <li>Bread Of Life</li> <li>I Will Offer Up My Life</li> <li>O What A Glorious Night</li> <li>A King Is Born In Bethlehem</li> <li>When Is He Coming</li> <li>Kye Kye Kule</li> <li>I Like The Flowers</li> </ul>	<p><b>Other musical opportunities:</b></p> <ul style="list-style-type: none"> <li>Violin lessons</li> <li>Key board lessons</li> <li>Choir</li> <li>Musical theatre club</li> <li>St. Mary's Young Musician Of The Year</li> <li>School music concerts</li> <li>Watching a live music performance</li> </ul>	
<p><b>Yearly Musical Opportunities</b></p>		
<p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>Weekly singing assemblies</li> <li>Musician of the month</li> <li>Suffragette chants in history</li> <li>Mass</li> <li>Advent presentation</li> <li>Carols by candlelight</li> <li>Christingle</li> </ul>	<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>Weekly singing assemblies</li> <li>Musician of the month</li> <li>Glockenspiel lessons</li> <li>African instruments in geography</li> <li>Holy Week presentation</li> <li>Mass</li> </ul>	<p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>Weekly singing assemblies</li> <li>Musician on the month</li> <li>Beach project</li> <li>Music assembly</li> <li>Mass</li> <li>World music day events</li> <li>Computing music unit</li> </ul>