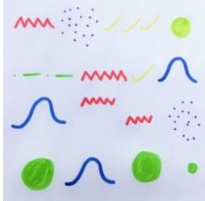








<i>Year 2 Music across the year</i>	<i>During my music sessions in Year 2 I will:</i>	<i>Key songs I will sing</i>
<p>Autumn Term 1</p> <p>Sound of a Story- Creating a sound story</p>	<ul style="list-style-type: none"> • Sing a range of songs • Learn to compare rhythm and pulse • Explore timbre and mood when listening to music • Pitch match securely • Learn how to use hand signs to show pitch • Actively listen to music and describe sounds in terms of the elements of music – dynamics, texture and timbre • Learn how to compose music to tell a story 	<ul style="list-style-type: none"> • Play the Drum • Listen Listen • Funge alafia • Ding Dong • Chest Chest • Hi Lo Chikka Lo • Circle to the right • Frere Jaques • Love Somebody • Si Mama Ka • 4 white horses • Mary Mac <p><i>These will teach me to pitch match So Mi La Re Doh confidently, use different dynamics, tempos and sing solos. These songs will increase my vocal range and stamina and songs where we can sing with phrasing. We can sing in 2 parts - ostinato, partner songs, rounds. We can sing songs in 2 and 3 time.</i></p>
<p>Autumn Term 2</p> <p>Showtime – Performance</p>	<ul style="list-style-type: none"> • Sing a wide range of songs with increasing control and accuracy • explore dynamics in singing • learn new songs linked to a planned performance 	
<p>Spring Term 1</p> <p>Metal and Wood – Introduction to tuned percussion</p>	<ul style="list-style-type: none"> • learn to use vocal sound translation to say rhythm patterns (tata - tete, spider – ant, ect) • learn how to sing rounds and partners song • secure my awareness of pulse • develop chime bar playing technique • to play and sing simple tunes on chime bars • to be able to play different sounds on a variety of instruments with good technique 	
<p>Spring Term 2</p> <p>How do we do it? Rhythm Reading & Notation</p>	<ul style="list-style-type: none"> • Learn how to read and record patterns • Learn how to match rhythm patterns to songs • Explore song structure • Use stick rhythm notation cards • Use counters, beads and lolly sticks to represent beats and rhythms • Work independently during directed tasks 	

		Instruments I will experience
<p>Summer Term 1</p> <h2>Djembe</h2> <p>- an introduction to Djembe</p> <div style="border: 1px solid red; padding: 5px; margin: 10px auto; width: 80%;"> <p>'Know my instrument' Name all it's parts, know the typical musical genre and it's place in musical history <u>Refer to video library.</u></p> </div>	<ul style="list-style-type: none"> • Learn how to play the Djembe musically • Learn to play open tones and bass tones on the Djembe • Listen to musicians • Learn how to create soundscapes for stories on djembe • Learn how to make graphic scores and play from scores  <ul style="list-style-type: none"> • Explore rhythms and pulse in 2 to 3 parts • Actively listen to music and describe sounds in terms of the elements of music – tempo and rhythm 	<ul style="list-style-type: none"> • <u>Djembe</u>   <ul style="list-style-type: none"> • Chime bars • Two-tone wood blocks • Body percussion • Bells • Triangles • Small drums • Tambourines • Shakers • Maracas
<p>Summer Term 2</p> <h2>African Tale - The Leopards Drum</h2>	<ul style="list-style-type: none"> • Learn about the story 'The Leopards Drum' • Be a part of a drama / music presentation • Sing with good control and confidence • Learn to choose and select sounds • Learn to explore texture and timbre in compositions • Actively listen to music and describe sounds in terms of the elements of music – pitch and tempo • work independently at directed tasks involving selecting and organising sounds in response to a stimulus 	<ul style="list-style-type: none"> • <u>Clave</u> • <u>Agogo</u>  

Nb instruments underlined are new instruments I will not have experienced in previous years during music sessions