

Year 2	Unit 1: Hands, Feet, Heart	Unit 2: Ho, Ho, Ho	Unit 3: I Wanna Play In A Band	Unit 4: Zootime	Unit 5: Friendship Song	Unit 6: Reflect, Rewind & Replay
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit themes	South African Music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Disciplinary Knowledge	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u> -to know that some songs have a chorus or a response/answer part -to know that songs have a musical style - to understand that pulse is the heartbeat of the music -to recognise and name two or more instruments they hear</p> <p><u>2.Musical Activities</u> - to find the pulse (steady heartbeat) -to know that rhythm is different to the pulse -to recognise that songs sometimes have a question and answer section and a chorus</p>	<p>Disciplinary Knowledge</p> <p><u>1.Musical Activities</u> -to understand that songs have a musical style -recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones</p> <p><u>2.Musical Activities</u> - to find the pulse (steady heartbeat) -to know that high and low sounds we add to the pulse and rhythm -to know there can be long and short sounds within a pulse -to know you can create rhythms from</p>	<p>Disciplinary Knowledge</p> <p><u>1. Listening</u> -to know music has a steady pulse -to understand this unit is about Rock music and what it is -recognise and name instruments they hear: Keyboard, drums, bass, electric guitar, singers</p> <p><u>2.Musical Activities</u> -to know why we need to warm up our voices -to know that unison is everyone singing at the same time -to know composing is like writing a story with music -to know improvisation is making up your own tunes on the spot</p>	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u> -to know that music has a steady pulse -to understand this unit is about Reggae music and what it is -recognise and name instruments they hear: Keyboard, drums, bass, electric guitar, singers</p> <p><u>2.Musical Activities</u> -to know why we need to warm up our voices -to know composing is like writing a story with music -to know improvisation is making up your own tunes on the spot</p>	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u> -to know that songs have a musical style -to understand that this unit is about being friends -recognise and name instruments they hear: Keyboard, drums, bass, female singer, glockenspiel</p> <p><u>2.Musical Activities</u> -to know why we need to warm up our voices -to know that unison is everyone singing at the same time -to know composing is like writing a story with music</p>	<p>Disciplinary Knowledge</p> <p>Consolidation and revision</p>



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	<p>-know the names of untuned percussion instruments played in class</p>	<p>words, names, foods, colours etc. -know the names of untuned percussion instruments played in class</p> <p><u>3.Perform and Share</u> -to know what an audience is</p>	<p>-know the names of untuned percussion instruments played in class</p> <p><u>3.Perform and share</u> -a performance can be a special occasion and involve a class or a whole school</p>	<p>-to know composing is like writing a story with music -know the names of untuned percussion instruments played in class</p> <p><u>3.Perform and share</u> -a performance can be a special occasion and involve a class or a whole school</p>	<p>-to know improvisation is making up your own tunes on the spot -to know composing is like writing a story with music -know the names of untuned percussion instruments played in class</p> <p><u>3.Perform and share</u> -a performance can be a special occasion and involve a class or a whole school</p>	
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Instrumental parts	G, A + C <u>Challenge</u> G, A, B + C	G, A + B <u>Challenge</u> G, A, B + C	D + C <u>Challenge</u> G, F + C	C + D	E, G + C <u>Challenge</u> E, G, A + B	Consolidation and revision
Note Value Knowledge	Easy – crotchets Medium – crotchets and minims	Singing and Performing only	Easy – minims Medium – quavers and crotchets <u>Challenge</u> Melody – quavers, crotchets and rests	Easy – crotchets Medium – quavers and crotchets	Easy – minims and rests Medium – minims, crotchet rests and quavers	Consolidation and revision
Vocabulary	Keyboards, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, questions and answer, melody, dynamics, tempo	Keyboard, bass guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo	Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Consolidation and revision



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<p>Procedural Knowledge</p>	<p>Procedural Knowledge</p> <p><u>1.Listening</u> -find the pulse they are listening to -identify the instruments/voices</p> <p><u>2.Musical Activities</u> -to march in time with the pulse -be an animal when finding the pulse -copy and clap back rhythms -clap the rhythm of their name -create simple rhythms themselves -play glock accurately and in time -play G,A + C -learn to find a comfortable singing position -treat instruments carefully and with respect</p>	<p>Procedural Knowledge</p> <p><u>1.Listening</u> -to find the pulse they are listening to -identify the instruments/voices</p> <p><u>2.Musical Activities</u> -to march and find the pulse -be a rapper and find the pulse -copy and clap back rhythms -clap the rhythm of your favourite colour -add high and low sounds to the pulse -rap together in time -play G,A + B -learn to find a comfortable singing position -treat instruments carefully and with respect</p>	<p>Procedural Knowledge</p> <p><u>1.Listening</u> -find the pulse they are listening to -identify the instruments/voices</p> <p><u>2.Musical Activities</u> -march and find the pulse -be a rock star finding the pulse -copy and clap back rhythms -play accurately and in time -improvise in the lessons and the performance -compose a simple melody using simple rhythms to use in their performance -play F, G + A -take it in turns to improvise using one or two notes -sing and dance together, in time and using actions -learn to find a comfortable singing position -treat instruments carefully and with respect</p>	<p>Procedural Knowledge</p> <p><u>1.Listening</u> -find the pulse they are listening to -identify the instruments/voices</p> <p><u>2.Musical Activities</u> -find the pulse and be an animal of your choice -copy and clap back rhythms -play accurately and in time -improvise in the lessons and the performance -compose a simple melody using simple rhythms to use in their performance -play C + D -take it in turns to improvise using one or two notes -sing and dance together, in time and using actions -learn to find a comfortable singing position -treat instruments carefully and with respect</p>	<p>Procedural Knowledge</p> <p><u>1.Listening</u> -find the pulse they are listening to -identify the instruments/voices</p> <p><u>2.Musical Activities</u> -decide how to find the pulse -clap rhythms, short and long sounds -sing in two parts -play accurately and in time -improvise in the lessons and the performance -compose a simple melody using simple rhythms to use in their performance -take it in turns to improvise using one or two notes -learn to find a comfortable singing position -treat instruments carefully and with respect</p>	<p>Procedural Knowledge Consolidation and revision</p>
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<p style="text-align: center;">National Curriculum</p> <p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notation -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music 						
Challenge	<p><i>-create simple rhythms themselves</i> <i>-play G,A,B + C</i></p>	<p><i>-create their own rhythms for the class to copy back</i> <i>-freestyle finding the pulse</i></p>	<p><i>-freestyle using the pulse</i> <i>-create their own rhythms for the class to copy back</i> <i>-play G, F + C</i></p>	<p><i>-create simple rhythms themselves</i> <i>-play G,A,B + C</i></p>	<p><i>-create own rhythms for the class to copy back</i> <i>-play E, G, A + B</i></p>	
Coherence & Supporting knowledge						



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-Knowledge
assessment outcome

<p>Assessment Formative/Summative</p>	<p>-Knowledge assessment outcome. <u>3.Perform and share</u> Look back at the recorded performance. -What did they like best? -How did they feel about it? -How did they feel during the performance?</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> Look back at the recorded performance. -What did they like best? -How did they feel about it? -How did they feel during the performance?</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> -Choose a song they have learnt and perform it -record the performance -how did they feel during the performance?</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> -Choose a song they have learnt and perform it -record the performance -how did they feel during the performance?</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> -Choose a song they have learnt and perform it -record the performance -how did they feel during the performance?</p>	<p>-Knowledge assessment outcome</p>
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