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| **Music** **Year 2/3****2024 – 2025**  |
| **Term 1.1** **Musical Me**  |
| Vocabulary  | Knowledge  | Objectives  |
| * dynamics
* composition
* melody
* timbres
* rhythm
* notation
 | Clap the rhythm of their name.Sing the melody accurately while playing their instrument in time.Show a range of emotions using their voices.Describe the dynamics and timbre of their pieces.Play a known melody from letter notation in the right order, if not with the right rhythms.Play a new melody from letter notation in the right order, if not in time.Invent a melody, write it down and play it back.Select instruments with different timbres.Compose and perform a piece using different dynamic levels. | * I can sing and play an instrument at the same time.
* I can choose and play appropriate dynamics and timbres for a piece of music.
* I can use musical notation to play melodies.
* I can use letter notation to write my own melody.
* I can timbre and dynamics in musical composition.
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| **Term 1.2****On this Island: British Songs and Sounds**  |
| Vocabulary  | Knowledge  | Objectives  |
| * Folk song
* Soundscape
* Pitch
* Tempo
* Texture
* Voice percussion
 | Sing, play and follow instructions to perform as a group.Describe music using simple musical vocabulary.Explore multiple ways of making the same sound.Represent the same sound in different ways.Describe how they have adapted a sound using musical vocabulary.Contribute musically to a final performance.Create a piece that clearly represents a particular environment.Extend a piece of music so that it represents three distinct environments.     | * I can learn about the British Isles though folk music.
* I can identify sounds specific for the countryside and create a soundscape.
* I can engage with city themes through song, soundscape creation and music.
* I can create and perform music compositions inspired by the seaside countryside or city.
* I can compose and perform musical pieces representing a journey through Britain.

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| **Term 2.1****Orchestral Instruments**   |
| Vocabulary  | Knowledge   | Objectives  |
| * Orchestra
* Musicians
* Instrumental sounds
* String
* Percussion
* Vocals
* woodwind
 | Make plausible descriptions of the music.Identify a few instruments and the sounds of different sections of the orchestra.Explain what is happening in the music using language relating to emotion.Create a piece of music with some appropriate tempo, dynamic and timbre changes.Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.Perform confidently using appropriate instrumental sounds. | * I can listen and analyse and orchestral version of Goldilocks and the Three Bears.
* I can listen to an analysis a film musical version or a traditional tale.
* I can select appropriate sounds to match events, characters, and feelings in a story.
* I can write a playscript and select appropriate musical sounds to accompany it.
* I can perfrom a story script of jack and the beanstalk with music.
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| **Term 2.2** **Developing Singing Technique** |
| Vocabulary | Knowledge | Objectives |
| * Melody
* Tempo
* Rhythmic notation
* Tune
* Layer
* Pulse
 | Move and sing as a team, following the lyrics on the screen.Recognise minims, crotchets and quavers often by ear and reliably by sight.Perform rhythms accurately from notation and layer them to create a composition.Add appropriate sound effects to their performances using untuned percussion.Join in with the performances confidently, and reasonably in time and tune.Make suggestions for improving their performance..  | * I can sing in time as a group.
* I can recognise simple rhythmic notation by ear and by sight.
* I can use simple rhythmic notation to compose a Viking battle song.
* I can perform music with confidence and discipline.
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| **Term 3.1** **Jazz**  |
| Vocabulary | Knowledge | Objectives |
| * Jazz
* Scat
* Motif
* Ragtime
* Call and response
* syncopation
 | Explain what ragtime music is.Play on the ‘off beat’ and sing a syncopated rhythm.Play a call and then improvise a response.Improvise or compose a scat singing performance with sounds and words.Compose and play a jazz motif fluently, using swung quavers.Play a swung rhythm using a tuned percussion instrument. | * I can sing and clap a syncopated rhythm.
* I can improvise a call and response.
* I can scat sing using the call and response format.
* I can create a jazz motif.
* I can adapt a familiar tune using jazz rhythms.
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| **Term 3.2** **Instrumental Lessons: Carribbean**  |
| Vocabulary | Knowledge | Objectives |
| * Calypso
* Griot
* Kaiso
* Steel pans
* Harmony
 | Explain where Calypso music comes from.Explain key features of Calypso music.  | * I can understand the main features of calypso style song.
* I can improvise a vocal part in the style of a calypso.
* I can understand how and why percussion instruments can be used in calypso music.
* I can recognise and perform quavers from staff notation.
* I can improvise in a calypso.
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