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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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |