

KPI Music Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
EXPLORING SOUNDS – MUSIC EXPRESS UNIT 1 (OURSELVES)				
KC2 - singing	To create and respond to vocal sounds and body percussion	<p>1. Feeling vocal <i>Explore vocal sounds we use to express feelings</i> Children: – match expressive vocal sounds to pictures of various feelings; – explore sounds that represent different feelings using their own voices.</p> <p>2. I like... <i>Add vocal and instrumental sounds to a poem performance</i> Children: – add descriptive vocal sounds to a poem about feelings; – explore ways of using vocal and instrumental sounds to describe feelings; – write or draw their expressive sound ideas on a chart display; – perform a poem with expressive sounds and evaluate their performances.</p> <p>3. If you're feeling blue <i>Add vocal sounds and body percussion to a song</i> Children: – listen to a song and discuss the expressive use of the voice; – join in with a song, adding expressive vocal phrases and body percussion</p> <p>Support: <i>Encourage the children to explore unusual ways of producing sounds on instruments to capture the ideas in the poem, 'I like...'. For example, they might tap the rim of a cymbal with a triangle beater to represent dripping butter, or scrape a fingernail quietly on a tambour skin to make a spooky sound.</i></p>	<p>I Like... Poem audio</p> <p>If You're Feeling Blue audio</p> <p>A selection of tuned and untuned percussion</p> <p>Vocab Pitch</p>	

KPI Music Curriculum Plan - Year Two

<p>KC1 – Listening KC4 – Improvising and Exploring</p>	<p>To develop the use of vocal sounds</p> <p>To use simple notation for pitch shape and duration</p>	<p>1. If you're feeling blue again <i>Add vocal sounds and body percussion to a song</i> Children: – learn a song about feelings and perform expressive vocal sounds; – explore new ideas for expressive vocal phrases, sounds and body percussion in a song; – perform a song with new expressive sounds.</p> <p>2. Duet for two cats <i>Take turns to express meaning without words</i> Children: – listen to and describe a piece of vocal music; – understand the texture of the music by watching sock puppets act out the vocal music; – explore vocal expression in pairs, inventing their own cat conversations.</p> <p>3. Draw the cats' conversation <i>Draw a new cats' conversation and show how the voices move higher and lower in pitch and are long and short in length</i> Children: – listen to a piece of music and respond in mime; – recognise and respond in movement to the pitch shapes and duration; – understand how pitch and duration can be represented visually using a graphic line score; – notate their vocal conversations using their own graphic line score.</p>	<p>Duet for Two Cats audio</p> <p>Cats' Conversation teaching audio</p> <p>Paper and crayons for the class</p> <p>Vocab Solo, duet, pitch, duration, texture, score</p>	
--	--	---	--	--

KPI Music Curriculum Plan - Year Two

	<p>To understand the structure of call and response songs</p> <p>To develop an expressive song performance with voices and instruments</p>	<p>1. John Kanaka and the ghosties <i>Match sounds to mood</i> Children: – explore expressive ways of using the voice to say a word; – identify and describe the mood of different vocal sounds in a song; – make their own vocal sounds to match the moods in a song.</p> <p>2. John Kanaka response <i>Add body percussion and instruments to a call and response song</i> Children: – learn a descriptive sung response line with corresponding body percussion; – perform body percussion while silently singing using ‘thinking voices’; – play the word rhythms of responses on instruments; – perform a song in four small groups with actions and instruments.</p> <p>3. John Kanaka call and response <i>Perform a call and response song, expressing mood with voices</i> Children: – learn to sing the call sections of a song; – perform a song in three groups: call, response and instruments; – make expressive vocal sounds to match each verse of a song.</p>	<p>John Kanaka and the Ghosties audio</p> <p>John Kanaka response actions movie</p> <p>A selection of untuned percussion</p> <p>Vocab Call and response, rhythm</p>	
--	--	---	---	--

KPI Music Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
EXPLORING SOUNDS – MUSIC EXPRESS UNIT 3 (OUR LAND)				
<p>KC1 – Listening KC4 - Improvising and Exploring</p>	<p>To explore timbre and texture to understand how sounds can be descriptive</p> <p>To create and perform descriptive instrumental music</p>	<p>1. Map of myths - Scotland & Northern Ireland <i>Explore myths of Scotland and Northern Ireland using vocal and body percussion sounds</i> Children: – listen to and discuss descriptive music relating to two British myths and legends; – join in with the descriptive vocal sounds and chants; – divide into two groups and perform body percussion rhythms to accompany the music.</p> <p>2. Sounds of water <i>Identify water-inspired instrumental sounds in music</i> Children: – identify descriptive instrumental sounds in music; – match descriptive water-inspired sounds to images.</p> <p>3. Lochs and monsters, seas and giants <i>Explore instrumental sounds to accompany monster and giant myths</i> Children: – create instrument sounds to accompany the contrasting sections of descriptive music; – rehearse and perform their descriptive music in two groups using voices and instruments.</p> <p>Support: <i>As the children explore sounds in activity three, remind them to think of ways that they can change sounds using dynamics, tempo and duration. Encourage them to extend their ideas so that the audience has time to listen and appreciate each one.</i></p>	<p>Loch Ness Myth audio</p> <p>Giant’s Causeway Myth audio</p> <p>Sounds of Water movie</p> <p>Home-made water rattles and shakers, pebbles A selection of untuned instruments, e.g. ocean drum, cymbals, drums, tambours, rainstick, tabla. Tuned percussion - notes D E F G A</p> <p>Vocab Tempo, dynamics, beat, rhythm, drone, melody, duration, texture</p>	

KPI Music Curriculum Plan - Year Two

<p>KC4 - Improvising and Exploring KC6 - Appraising</p>	<p>To listen to and identify contrasting sections of music</p> <p>To identify ways of producing sounds</p>	<p>1. Map of myths - Wales & England <i>Explore myths of Wales and England using vocal and body percussion sounds</i> Children: – listen to and discuss descriptive music relating to two British myths and legends; – identify and describe the two contrasting sections in the music; – join in with the chant, making descriptive vocal sounds.</p> <p>2. Sounds of ice and wind <i>Identify ice-inspired instrumental sounds in music</i> Children: – watch a movie featuring ice-inspired descriptive music played with metal instruments and found sounds; – match the descriptive ice-inspired sounds to images; – watch a percussion movie and describe the different ways of producing sounds; – listen and relate the percussion sounds to different weather conditions.</p> <p>3. Mountain knights, forest heroes <i>Explore instrumental sounds to accompany the knights and heroes myths</i> Children: – create instrumental sounds to accompany contrasting sections of myths and legends music; – rehearse and perform their descriptive music in two groups.</p> <p>Support: <i>If some children are choosing very short sounds, remind them to select sounds which the audience has time to appreciate. They can repeat sounds or extend their ideas to create more descriptive effects.</i></p>	<p>King Arthur's Knights Myth audio</p> <p>Robin Hood Myth audio</p> <p>Sounds of Ice movie</p> <p>Sinori Percussion demonstration movie</p> <p>A variety of found sounds and instruments: King Arthur myth: - metal tray, tubes, spoons, paper, whirly tubes - bell tree, triangles, chime bar notes A and E, cymbals, thumb piano Robin Hood myth: - bag of dry leaves, water rattle, rainstick, guiros, sandpaper, elastic band, ukulele</p> <p>Vocab Timbre, texture</p>	
---	--	---	---	--

KPI Music Curriculum Plan - Year Two

<p>KC1 - Listening KC4 - Improvising and Exploring</p>	<p>To listen to and evaluate a composition</p> <p>To rehearse and refine a performance</p>	<p>1. Voices in sequence <i>Rehearse the vocal sounds and chants for Map of myths</i> Children: – recap and rehearse the descriptive vocal sounds and chants for music related to the four British myths and legends; – rehearse the four sections of music in sequence.</p> <p>2. Instruments in sequence <i>Rehearse the instrumental sounds for Map of myths</i> Children: – work in groups to develop and rehearse four sections of descriptive music; – rehearse the music of four groups in sequence by following a display.</p> <p>3. Map of myths performance <i>Rehearse, record and make a Map of myths slide show</i> Children: – record and evaluate a performance of descriptive myths music; – use their recording to create a mixed-media slide show presentation</p> <p>Support: <i>Consider the positions of the children when they play in groups in activity two. Do they need to be positioned in a circle or in a specific order to help them to recall the sequence of play?</i></p>	<p>Map of Myths Complete audio</p> <p>Instruments and found sounds as in lesson 2</p> <p>Vocab Dynamics</p>	
--	--	--	--	--

KPI Music Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
PITCH – MUSIC EXPRESS UNIT 8 (SEASONS)				
<p>KC2 – Singing KC3 – Playing instruments KC4 – Improvising and Exploring</p>	<p>To sing with expression, paying attention to the pitch shape of the melody</p> <p>To accompany a song with vocal and instrumental ostinati</p>	<p>1. Round the seasons <i>Learn to sing ‘Round the Seasons’ with makaton signs for the seasons</i> Children: – identify pitch shapes and signed actions in an action song movie; – learn to sing the song and perform the pitch shape actions and signs; – practise and improve their singing, focusing on a smooth sound.</p> <p>2. Round the seasons vocal ostinato <i>Sing an ostinato to accompany ‘Round the Seasons’</i> Children: – chant and sign an ostinato in a sequence of four groups; – accompany a song with their ostinato sequence.</p> <p>3. Round the seasons ostinati <i>Transfer the vocal ostinato onto body percussion and percussion accompaniments;</i> Children: – explore an arrangement of a song with different ostinato accompaniments; – accompany a song with an ostinato on body percussion, and with an ostinato on instruments.</p> <p>Support: <i>To familiarise children with the whole vocal ostinato, sing it together with signs in throughout. unison before dividing into four groups. On other occasions, take turns to change the order of the groups, so that each child has a chance to sing another season’s ostinato and become confident with all of the ostinato patterns.</i></p>	<p>Round the Seasons movie</p> <p>Round the Seasons audio</p> <p>Seasons Vocal Ostinato movie</p> <p>Round the Seasons Vocal Ostinato audio</p> <p>Round the Seasons Ostinati movie</p> <p>Round the Seasons Ostinati audio</p> <p>A selection of percussion, e.g. chime bars – note D, maracas, bongos, claves</p> <p>Vocab Pitch, ostinato, accompaniment, arrangement</p>	

KPI Music Curriculum Plan - Year Two

<p>KC2 – Singing KC3 – Playing instruments KC6 - Appraising</p>	<p>To identify rising and falling pitch</p> <p>To perform a rising pitch sequence</p>	<p>1. Months of the year calypso <i>Sing a song to learn the number of days in each month of the year</i> Children: – share their knowledge of the months of the year; – learn a song about seasons; – play a singing game to check their knowledge of the calendar.</p> <p>2. Our seasons <i>Sing a song and identify rising and falling pitch</i> Children: – learn a song and discuss the seasons; – identify and describe pitch shapes in the song; – perform a song with rising and falling pitch shapes.</p> <p>3. Seasons rising <i>Perform a rising pitch sequence within a song</i> Children: – listen to a two-part song and learn the second vocal part; – identify and learn the rising pitch sequence of a vocal part; – play a rising pitch sequence on tuned percussion; – perform the song in two parts: with voices and with tuned percussion</p> <p>Support: <i>Make sure the children understand the relationship between pitch and the size of the tuned percussion bars. Display the four bars and listen to the rising pitch sequence from Seasons rising. Can the children describe the relationship? (The lower the pitch the longer the bar, the higher the pitch the shorter the bar.)</i></p>	<p>Months of the Year Calypso audio</p> <p>Months of the Year Calypso Game audio</p> <p>Our Seasons audio</p> <p>Seasons Rising audio</p> <p>Tuned percussion – notes C Eb F G</p> <p>Vocab Pitch, ostinato</p>	
--	---	--	---	--

KPI Music Curriculum Plan - Year Two

<p>KC2 – Singing KC3 – Playing instruments KC6 - Appraising</p>	<p>To listen and respond to pitch changes with movements</p> <p>To sing with expression; paying attention to the pitch shape of the melody</p>	<p>1. Sakura (cherry blossom) <i>Sing a Japanese song, following the pitch shape of the melody</i> Children: – look at a picture, and discuss the meaning and mood of the song heard; – learn the song by echo-singing; – draw the pitch shape of the melody in the air as they sing; – perform the complete song.</p> <p>2. The koto <i>Sing a song and play a pitch-recognition game</i> Children: – play a listening game to identify pitch shapes and respond in movement; – listen to the sounds of a Japanese koto.</p> <p>3. Almond blossom <i>Sing a song and perform actions to reflect rising and falling pitch</i> Children: – listen to a song and discuss its style; – echo-sing to learn the Japanese-style song; – identify pitch shapes, and perform matching actions as they sing the song.</p> <p>Support: <i>Ask the children to respond to Koto listening game with their eyes closed, so that they respond individually by drawing pitch shapes in the air. Notice any children who have difficulty recognising falling or rising pitch, and give them opportunities to invent and draw pitch shapes using tuned percussion.</i></p>	<p>Sakura audio</p> <p>Sakura teaching audio</p> <p>Koto listening game audio</p> <p>Almond Blossom audio</p> <p>Almond Blossom teaching audio</p> <p>Vocab Pitch, timbre, melody</p>	
--	--	--	---	--

KPI Music Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
PITCH – MUSIC EXPRESS UNIT 11 (WATER)				
<p>KC4 – Improvising and Exploring KC6 - Appraising</p>	<p>To understand pitch through singing, movement and note names</p> <p>To perform a melody</p>	<p>1. Slippery fish <i>Join in singing the song Slippery fish</i> Children: – listen to and understand the lyrics of a song; – learn to sing the melody and lyrics.</p> <p>2. Slippery fish pitch movement <i>Perform actions to show the pitch movement of the Slippery fish melody</i> Children: – copy actions from a song movie to match the pitch shapes of a melody; – explore and understand the pitch shapes of the melody through movement; – perform pitch actions and sing matching note names as they follow a score.</p> <p>3. Slippery fish performance <i>Perform Slippery fish, with tuned percussion playing the melody</i> Children: – sing the pitch shape of each line of a song in four groups; – add tuned percussion to each line of the melody; – perform a song with tuned percussion in four groups.</p> <p>Support: <i>Help the children to understand which pitch shapes move by jumps and which move by step. Place a xylophone in a vertical position (short bars at the top), and you or a child demonstrate each line using the Slippery fish melody notes score from activity three as everyone sings and performs the pitch actions. Which line moves by step? (Sliding through the water.)</i></p>	<p>Slippery Fish movie</p> <p>Slippery Fish audio</p> <p>Slippery Fish actions demonstration movie</p> <p>Slippery Fish melody notes teaching audio</p> <p>Tuned percussion - notes C D E F G A</p> <p>Vocab Pitch, melody, score</p>	

KPI Music Curriculum Plan - Year Two

<p>KC3 – Playing instruments</p>	<p>To understand melody through songs, movement and performing pitch shapes on tuned instruments</p>	<p>1. The little green frog <i>Learn to sing The little green frog</i> Children: – share their knowledge of pond life; – watch a movie to learn the actions and melody of a song; – discuss the song ending and its meaning.</p> <p>2. Frog melody <i>Learn to play part of the melody of The little green frog</i> Children: – notice and understand pitch patterns which move in steps and leaps; – understand and read pitch scores to play pitch patterns in a song; – perform a song with parts of the melody played on tuned percussion.</p> <p>3. Frog score <i>Perform percussion following a score and add the song from memory</i> Children: – listen to music and understand how it is represented in a picture score; – interpret a score, playing instruments in four parts; – follow a score to combine a song with instruments in a performance.</p>	<p>The Little Green Frog audio</p> <p>Frog Score teaching audio</p> <p>Frog Score and Melody teaching audio</p> <p>A selection of tuned percussion instruments – notes C D E F G C’ A selection of untuned instruments</p> <p>Vocab Pitch, melody, score</p>	
---	--	---	---	--

KPI Music Curriculum Plan - Year Two

<p>KC3 – Playing instruments KC5 - Composing</p>	<p>To explore and develop an understanding of pitch</p> <p>To use musical scales, high notes and low notes in a composition</p>	<p>1. Pond water <i>Learn to play a musical effect to describe water</i> Children: – discuss their knowledge of pond life; – watch a movie to explore watery musical effects made by a rising pitch glissando (slide); – explore playing glissandi on tuned percussion.</p> <p>2. Sounds of pond life <i>Explore musical ideas using tuned and untuned percussion instruments</i> Children: – select and compose music for five pond creatures; – explore sounds to represent each creature, with particular focus on pitch; – select ways to record their ideas on a score.</p> <p>3. Our pond <i>Perform musical ideas following a leader</i> Children: – compose descriptive music in five groups and combine with pitched water effects; – share ideas and rehearse their groups in turn; – respond to a leader’s directions as they perform; – compare and evaluate different performances.</p> <p>Support: <i>To help children achieve a resonant effect when they play glissandi in activity one, show them how to use a relaxed beater hold. Experiment with beaters, eg a hard wooden beater, metal or chopstick. Try using either end of the beater and choose the best sound.</i></p>	<p>Pond Water movie</p> <p>Tuned percussion instruments, e.g. metallophones, glockenspiels - notes C D E F G A B C’ A selection of untuned percussion, e.g. scrapers, Indian bells, rain sticks, tambourines, cymbal</p> <p>Vocab Pitch, timbre, duration, dynamics, score, glissando, conductor</p>	
--	---	--	---	--

KPI Music Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
BEAT – MUSIC EXPRESS UNIT 4 (OUR BODIES)				
<p>KC3 - Playing Instruments KC6 - Appraising</p>	<p>To recognise and respond to steady beat</p> <p>To recognise and respond to a rhythm ostinato pattern</p>	<p>1. The waggon passes <i>Recognise and respond to an ostinato</i> Children: – listen and respond to a piece of descriptive music; – notice and describe the use of dynamics and ostinato (repeating rhythm); – perform an ostinato using body movement.</p> <p>2. Come to the party - chorus beat <i>Recognise and respond to steady beat</i> Children: – move to the steady beat of a chorus, and improvise movements to the steady beat; – accompany a chorus with a steady beat on untuned percussion; – control dynamics and steady beat as they perform a song on body percussion and instruments.</p> <p>3. Come to the party - verse rhythms <i>Recognise and respond to rhythm</i> Children: – listen to a song and perform body percussion rhythms; – take turns to play three rhythms on percussion in groups; – learn a song, and accompany with mime and rhythm patterns on body percussion and instruments.</p> <p>Support: <i>To help, remind the children of the three ‘Come to the party’ rhythms, notate them using simple symbols to represent each sound, e.g.</i></p> <p style="margin-left: 40px;"><i>You can eat cake</i></p> <p style="margin-left: 40px;"><i>You can blow bubbles</i> $\dot{0} \dot{0} \dot{0} \quad \dot{0} \quad \dot{0} \quad \dot{0}$</p> <p style="margin-left: 40px;"><i>You can blow the candles</i> $\quad \quad \quad \quad \quad$</p>	<p>The Waggon Passes audio</p> <p>Come to the Party audio</p> <p>Come to the Party verse rhythms teaching audio</p> <p>A selection of untuned percussion instruments, sufficient for a third of the Class</p> <p>Vocab Dynamics, beat, rhythm, ostinato</p>	

KPI Music Curriculum Plan - Year Two

<p>KC3 - Playing Instruments</p>	<p>To recognise and respond to steady beat at different tempi</p>	<p>1. Dance of the knights <i>Listen and respond to different steady beats</i> Children: – explore steady beat as they listen to music and respond in movement; – take turns to lead the class, selecting body percussion to perform a steady beat as they listen to music; – use body movement to combine two steady beats.</p> <p>2. Slowly walks my grandad <i>Listen and respond to three different steady beats</i> Children: – listen to a song and identify three different steady beats; – move in response to the three steady beats in a song; – learn to sing a song in two parts.</p> <p>3. Grandad’s band <i>Combine three different steady beats on instruments</i> Children: – understand and follow a graphic score to play three steady beats; – in groups, accompany a song with three steady beats using untuned percussion.</p> <p>Support: <i>Give children sufficient practice at making whole body movements to each of the three speeds of steady beat, before progressing onto body percussion and instruments</i></p>	<p>Dance of the Knights audio</p> <p>Slowly Walks my Grandad teaching audio</p> <p>Slowly Walks my Grandad audio</p> <p>A large space for the children to move freely, e.g. a hall Three sets of untuned percussion, e.g. tambours, wood blocks, Indian bells</p> <p>Vocab Beat, tempo, score</p>	
---	---	---	--	--

KPI Music Curriculum Plan - Year Two

<p>KC1 - Listening KC3 - Playing Instruments</p>	<p>To perform rhythmic movement patterns to a steady beat</p>	<p>1. The ball <i>Recognise and respond to different steady beats</i> Children: – listen to descriptive music to identify and tap a steady beat.</p> <p>2. Throw bounce twist <i>Perform a rhythmic movement pattern to a steady beat</i> Children: – listen to a song and respond in rhythmic movement; – recognise and internalise steady beat in a song; – perform rhythmic movements while internalising a song.</p> <p>3. Throw bounce twist play <i>Perform a rhythmic pattern on percussion instruments to a steady beat</i> Children: – perform a song in two groups using movement and untuned percussion; – perform a song in three groups by combining movement, rhythms and ostinato (repeating rhythm pattern).</p> <p>Support: <i>Help children to focus on the steady beat as they listen to The ball by closing their eyes to identify and tap the beat.</i></p>	<p>The Ball audio</p> <p>Throw Bounce Twist teaching audio (slow tempo)</p> <p>Throw Bounce Twist audio (faster)</p> <p>Sponge balls – sufficient for one each A selection of hand-held untuned percussion, eg Indian bells, sufficient for half the class</p> <p>Vocab Beat, rhythm, ostinato, internalising, rhythm pattern</p>	
--	---	--	--	--

KPI Music Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities (use Music Express handbook for detailed lesson plans)	Resources	Assessment
SINGING SONGS AND RHYMES – MUSIC EXPRESS UNIT 12 (TRAVEL)				
<p>KC1 - listening KC2 – singing</p>	<p>To use simple musical vocabulary to describe music</p>	<p>1. Simama kaa <i>Sing a Tanzanian game song, adding movements to the beat</i> Children: – learn the movements to a traditional East African singing game; – learn to sing a song in Swahili; – perform a singing game with travelling movements.</p> <p>2. Going to town on a bus <i>Sing a rhyming song and add actions</i> Children: – listen and recall transport featured in the lyrics of a song; – learn to sing the song, taking notice of the rhyming words; – create actions to perform with the song.</p> <p>3. Going to town accompaniment <i>Accompany Going to town on a bus with voices and tuned percussion</i> Children: – listen to a song and identify the accompaniment pattern; – sing and play an accompaniment pattern with a song; – perform the song with a tuned accompaniment.</p> <p>Support: <i>Help the tuned percussion players to play their notes on time by reminding them to join in with singing the song as they play. This will give them the cue for the first note of each pattern</i></p>	<p>Simama Kaa actions demonstration movie (1)</p> <p>Simama Kaa actions demonstration movie (2&3)</p> <p>Simama Kaa audio</p> <p>Going to Town on a Bus audio</p> <p>Going to Town on a Bus teaching audio</p> <p>Going to Town demonstration movie</p> <p>Tuned percussion – notes F and G</p> <p>Vocab Beat, rhythm, accompaniment</p>	

KPI Music Curriculum Plan - Year Two

<p>KC1 – Listening KC3 - Playing Instruments</p>	<p>To listen and respond to contemporary orchestral music</p> <p>To practise steady beat at changing tempi</p>	<p>1. Simama kaa accompaniments <i>Learn percussion accompaniments to perform with Simama kaa</i> Children: – learn accompaniments using body percussion to play beat and word rhythms; – transfer beat and word rhythms on to untuned percussion; – perform a song with movement and untuned accompaniments.</p> <p>2. Short ride in a fast machine <i>Listen to a piece of music and imagine what is being described</i> Children: – listen to a piece of contemporary orchestral music and describe it using musical vocabulary; – watch two movies and consider how well they fit with a piece of contemporary orchestral music.</p> <p>3. Our short ride <i>Play a game to practise playing the steady beat and changing tempo</i> Children: – play a steady beat game in four untuned instrument groups; – control instruments by playing a steady beat at changing tempi; – play instruments in their groups in sequence, then combine in a steady beat game.</p> <p>Support: <i>To help children focus attentively on different aspects of the music in more detail, ask them to make a movement to indicate when they hear them in the music, e.g. make a swoop with a hand in the air every time you notice a swooping pitch shape in the music</i></p>	<p>Simama Kaa accompaniment movie (1)</p> <p>Simama Kaa accompaniment movie (2&3)</p> <p>Simama Kaa teaching audio</p> <p>Simama Kaa audio</p> <p>Short Ride in a Fast Machine audio</p> <p>Train Ride with Soundtrack movie</p> <p>Rollercoaster Ride movie</p> <p>Our Short Ride audio</p> <p>Three small sets of untuned percussion, e.g. drums, claves, shakers Four sets of untuned instruments, sufficient for the whole class, e.g. claves, shakers, finger cymbals, drums</p> <p>Vocab Beat, rhythm, tempo, dynamics, accompaniment</p>	
--	--	---	--	--

KPI Music Curriculum Plan - Year Two

	<p>To prepare and improve a performance using movement, voice and percussion</p> <p>To understand notation</p>	<p>1. Another short ride <i>Listen for specific instrumental sound in a piece of music</i> Children: – listen to a piece of contemporary orchestral music to notice and discuss specific features; – identify the specific features and respond in movement.</p> <p>2. Our fast machine score <i>Layer four repeating patterns to create ‘Our fast machine’</i> Children: – read a score to learn word rhythm patterns on untuned percussion in four groups; – combine four ostinato rhythms played to a steady beat.</p> <p>3. Trip to a theme park <i>Improvise descriptive music following a picture score</i> Children: —discuss ideas for interpreting a picture score in a descriptive composition; – explore ideas using instruments; – improvise a performance as small groups respond to the directions of a leader; – record, listen and evaluate their improvised performance.</p> <p>Support: <i>Choose a confident child to lead each group when layering the four fast machine rhythms in activity two.</i></p>	<p>Group 1 plus beat teaching audio</p> <p>Group 2 plus beat teaching audio</p> <p>Group 3 plus beat teaching audio</p> <p>Group 4 plus beat teaching audio</p> <p>Four sets of untuned percussion, e.g. claves, maracas, drums and wind Chimes A selection of percussion instruments sufficient for the whole class</p> <p>Vocab Beat, rhythm, ostinato, timbre, score, improvisation</p>	
--	--	---	---	--

KPI Music Curriculum Plan - Year Two

KC1	Listening	Children will perform, listen to, review and evaluate music Children will listen to pieces of music from a range of historical periods, genres, styles and traditions Children will listen to and evaluate works of the great composers and musicians
KC2	Singing	Children will learn to sing and to use their voices
KC3	Playing Instruments	Children will have the opportunity to create and compose music on their own and with others
KC4	Improvising and Exploring	
KC5	Composing	Children will understand and explore how music is created, produced and communicated
KC6	Appraising	Children will know and talk about the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture