

Year 2 Term 6 Music: Reflect, Rewind and Replay



Curriculum Key Question: How can I express myself?

Topic: What lurks beneath?

Key Vocabulary

- **Reggae** - Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.
- **Keyboard:** An electric instrument played like the piano. It has a range of pre-recorded sounds.
- **Pulse/beat:** The heartbeat or steady beat of a song/piece of music.
- **Rhythm:** A musical dimension that describes the combination of long and short sounds to make patterns.
- **Pitch:** A musical dimension that describes the range of high and low sounds.
- **Improvise:** To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Composing:** Creating and developing musical ideas and 'fixing' them.
- **Performing:** Singing and playing instruments for others to hear.
- **Dynamics:** A musical dimension indicating how loudly or quietly the music is being played.
- **Melody:** Another name for tune.
- **Tempo:** A musical dimension that describes how fast or slowly the music is played.



This unit consolidates the learning that has occurred during the year. All the learning is focussed around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



Musical learning focus:

- Listen and appraise Classical music
- Continue to embed the foundations of interrelated dimensions of music using voice and instruments
- Singing
- Play instruments within the song
- Improvisation using voices and instruments
- Composition
- Share and perform the learning that has taken place.

What should I already know?

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To find the pulse.
- Listen to the rhythm and clap back.
- Create rhythms for others to copy.
- Listen and sing back.
- Learn about voices, singing notes of different pitches.
- Learn that they can make different types of sounds with their voices.
- Learn to start and stop singing following a leader.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts.
- Listen to and follow musical instructions from a leader.

Skills I will develop:

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- To find the pulse
- Copy back short rhythmic patterns.
- Create rhythms for other others to copy.
- Learn about voices singing notes on different pitches.
- Learn that you can make different types of sounds with their voices – you can rap.
- Learn to find a comfortable singing position.
- Learn to play a tuned instrumental part.
- Play a part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

