

Woore Music LTP With Assessment Links **Class 2**

Half Term Cycle A	Topic Focus	Brief Description/focus	<b>Progression/Assessment Focus – LKS2 THROUGHOUT:</b>  <i>Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.</i>  <i>Listens to several layers of sound, identifying musical elements or features and discussing their effect</i>  <i>Listens and recalls simple tunes, played or notated rhythms with increasing accuracy</i>  <i>Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos)</i>
Autumn 1	Grimm Tales	<b>Singing Focus</b> Pupils learn a range of songs with simple narratives, including songs from other cultures and fairy tale songs. They perform these in whole class and small group contexts.	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre, and times. Uses own voice in a variety of ways, including vocal warm ups. Sings accurately in tune within a limited pitch range, following a melody or interval jumps.  Follows musical instructions (e.g. dynamic changes).  Shows an awareness of audience and a sense of occasion during special performances. Recognises different song structures (call and response, verse, and chorus, cumulative).  Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.
Autumn 2	Christmas Melodies	<b>Claves Focus</b> Pupils use claves to perform a range of simple festive melodies in whole class and group contexts, using simple notation with colour/letter scaffolding to support. Pupils listen to their performances, reflect and evaluate.	Confidently explores and creates sounds, including with music technology. Plays a steady beat, internalising pulse.  Indicates steady beat by movement including in silence  Performs simple rhythmic patterns and ostinati to an internalised pulse  Performs simple melodies and pitched ostinati to an internalised pulse  Follows a leader directing changes and start/stops. Maintains own part in a group piece playing rhythm on rhythm and holding a beat Recognises the melodic line and an accompaniment in a texture Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers) Performs with an awareness of a group and to an audience Selects appropriate instruments and plays in a variety of ways

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Spring 1	Space Odysseys	<p><b>Composition Focus</b> Using space images and footage as a stimulus, pupils use a range of suitable instruments to compose a piece of 'space music'. They use graphic score to arrange and record their ideas before performing and evaluating.</p>	<p>Explores and improvises sounds or musical patterns with voice, body or instruments and music technology. Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.</p> <p>Creates rhythms, melodies, lyrics, loops, or accompaniments within simple or given musical structures.</p> <p>Composes and performs solo or with class or group, contributing ideas to create songs, chants, or pieces. Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions.</p>
Spring 2	Performing accurately	<p><b>Tuned Percussion Focus</b> Using glockenspiels/xylophones pupils play a range of given melodies, using notation with colour/letter support to scaffold. Pupils experiment with varying tempo and dynamics for effect.</p>	<p>Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando</p> <p>Selects and controls beats, chords or loops in music technology programmes.</p> <p>Performs simple rhythmic patterns and ostinati to an internalised pulse</p> <p>Performs simple melodies and pitched ostinati to an internalised pulse Follows a leader directing changes and start/stops. Maintains own part in a group piece playing rhythm on rhythm and holding a beat Recognises the melodic line and an accompaniment in a texture Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers) Performs with an awareness of a group and to an audience Selects appropriate instruments and plays in a variety of ways</p>
Summer 1	Walk Like an Egyptian	<p><b>Improvisation Focus</b> Using ancient Egypt as a stimulus, pupils use a range of tuned and untuned percussion to build an extended piece of improvised music which they perform and evaluate.</p>	<p>Improvises, with growing confidence and control with voice, instruments, or music technology to demonstrate musical changes or contrasts.</p> <p>Improvises and composes effectively to communicate ideas or moods</p> <p>Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato, or chord sequence)</p>
Summer 2	Celebration Songs	<p><b>Singing Focus</b> Pupils learn and perform a variety of songs with increasingly challenging range and structure. This includes solo, group, round and call/response features.</p>	<p>Sings, with increasing confidence, fluency and expression, songs from different traditions, genre, and times.</p> <p>Sings accurately in tune within a limited pitch range, following a melody or interval jumps.</p> <p>Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).</p> <p>Sings with clear diction and breathing.</p>

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			<p>Sings in unison and in short solos.</p> <p>Maintains a simple part in a large group with two or more layers (rounds, drones, and ostinato).</p> <p>Follows musical instructions (e.g. dynamic changes).</p> <p>Performs confidently in a group and may occasionally perform a solo.</p> <p>Shows an awareness of audience and a sense of occasion during special performances.</p> <p>Recognises different song structures (call and response, verse, and chorus, cumulative).</p> <p>Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.</p>
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