

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

Half Term Cycle B	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	Swing Music	<p><b>Tempo and Improvisation Focus</b> Pupils hear a range of WW2 era swing music. They use this as a stimulus to play and compose simple crotchet and quaver rhythms.</p> <p>Pupils progress to using a C major triad to improvise simple melodies over a simple rhythmic beat.</p>	<p>Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence</p> <p>Performs simple rhythmic patterns and ostinati to an internalised pulse</p> <p>Maintains own part in a group piece playing rhythm on rhythm and holding a beat</p> <p>Recognises the melodic line and an accompaniment in a texture</p> <p>Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)</p> <p>Explores and improvises sounds or musical patterns with voice, body or instruments and music technology.</p> <p>Improvises, with growing confidence and control with voice, instruments, or music technology to demonstrate musical changes or contrasts.</p> <p>Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato, or chord sequence)</p>
Autumn 2	Carnival of the Animals	<p><b>Melody and Tuned Percussion Focus</b> Link to the 14 pieces by Camille Saint-Saens and Madagascar geography topic.</p> <p>Pupils use tuned percussion to play simple melodies on glockenspiels in groups and solo contexts.</p>	<p>Performs simple melodies and pitched ostinati to an internalised pulse</p> <p>Maintains own part in a group piece playing rhythm on rhythm and holding a beat</p> <p>Recognises the melodic line and an accompaniment in a texture</p>

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Spring 1	Folk Songs	<p><b>Singing Focus</b> Pupils learn a range of British folk songs that feature ostinato and round forms. Pupils perform these in solo, group and whole class contexts.</p>	<p>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 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>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>Composes and performs solo or with class or group, contributing ideas to create songs, chants, or pieces.</p>
Spring 2	Sea Melodies	<p><b>Composition Focus</b> Pupils use a range of tuned and untuned percussion to compose short pieces inspired by image and video stimulus focussing on the sea and creatures in the sea.</p> <p>These performances are recorded for reflection and evaluation.</p>	<p>Confidently explores and creates sounds, including with music technology</p> <p>Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence</p> <p>Performs simple melodies and pitched ostinati to an internalised pulse</p> <p>Selects appropriate instruments and plays in a variety of ways</p> <p>Explores and improvises sounds or musical patterns with voice, body or instruments and music technology.</p> <p>Improvises and composes effectively to communicate ideas or moods</p> <p>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>
Summer 1	Vikings Attack!	<p><b>Dynamics and Tempo focus</b> Pupils use simple crotchet and quaver notation to compose and arrange 8 beat patterns played on a range of untuned percussion. Pupils then experiment varying dynamics and tempo for effect, creating a viking-themed soundtrack.</p>	<p>Confidently explores and creates sounds, including with music technology</p> <p>Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence</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>Follows a leader directing changes and start/stops</p>

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			<p>Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)</p> <p>Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.</p> <p>Improvises and composes effectively to communicate ideas or moods</p> <p>Listens to own music, commenting on it in order to improve it.</p>
Summer 2	Celebration Songs	<p><b>Singing Focus</b> Pupils learn and sing a range of celebration songs that include verse/chorus structure, varying dynamics for effect on the listener.</p>	<p>Sings, with increasing confidence, fluency and expression, songs from different traditions, genre, and times.</p> <p>Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).</p> <p>Sings with clear diction and breathing.</p> <p>Sings in unison and in short solos.</p> <p>Follows musical instructions (e.g. dynamic changes)</p> <p>Shows an awareness of audience and a sense of occasion during special performances.</p> <p>Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.</p> <p>Performs with an awareness of a group and to an audience</p> <p>Composes and performs solo or with class or group, contributing ideas to create songs, chants, or pieces.</p>