

TERM 2 OVERVIEW YEAR 1 AND 2 – Music

Term 2 Book – Man on the Moon

Topic(s) -		Guide Time - 6 weeks
Assessment:	End of topic assessments (Teacher led- key questions). In-depth discussion with children. Scrutiny of work produced in curriculum books. Videos of performances (Christmas performance).	Very Important Points (VIPs): <ul style="list-style-type: none"> - Music groups are called ensembles. - The pitch is how high or low a note is. - Lyrics are the words in a song. - The chorus is repeated throughout the song. - You can sing notes of different pitches and sounds. - Different notes make songs sound different. - All voices have a different tone and pitch. - The group of people watching a performance are called an audience. - Our posture can affect our singing. - The pulse is a steady beat. - Rhythm is the pattern of long and short sounds as you move through the song. - The pitch of a song can change to suit your voice. Fat Questions: <ul style="list-style-type: none"> - Why do our voices sound different? - Why do songs have notes of different pitches? What would music sound like if they were all the same? - Can you sing a song as an ensemble, even though it was created to be a solo? - Can you listen to music in space? (Link to canon book)
Links to prior learning (sequencing) and canon book	Year 1 – Children in Year 1 will have had EYFS experience with Expressive arts and design (learning through song, music, movement, dance, and role-play). Year 2 – Children in Year 2 will have had Y1 experience with using their voices to sing songs, speak chants and rhyme and listen to a range of music.	
Links to other learning (cross fertilisation)	<u>The World Beyond us:</u> Does every country listen to the same music? <u>The World Around Us:</u> Do all people who live in one area like the same music? Where can we sing in our local area? <u>Modern Britain:</u> How has music changed overtime? Does your age mean you can only like one particular type of music? <u>Healthy Bodies & Healthy Minds:</u> How does listening to music affect your mood/ mind? Is dancing the only way you can move to music? <u>Culture:</u> Does every culture listen to a specific type of music? Which type of cultural occasions is music played and why? <u>Technology in Action:</u> How has listening to music changed overtime?	
Links to future learning	This unit links to future learning of the children creating and performing their own piece of music.	
Character/Wider Development ('50 things', cultural capital, skills)	50 things- Perform on a stage Christmas Nativity Performance Links to RE- Nativity songs Links to PSHE- Developing confidence to perform	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 – To sing in unison with others.	Can we sing as one?	Listen with concentration and understanding to a range of high-quality live and recorded music. Year 2: Understand what singing in unison is.	Audience Pulse Rhythm Perform Ensemble Unison Lyrics Verse Chorus Bridge	GD: Using key vocabulary throughout and explaining what they think the song is about and why. SEND: Listen to the music and repeat. Select from emotion cards how it makes them feel.	.Children may be confused by the repetition of specific lyrics. Ensure that the children sing the song the whole way through.	To support learning songs for Christmas performance: Play Christmas performance song. Use your body to find the pulse. Listen and appraise: Do you like the song? What can you hear? What is the style of the music? How is the song put together? (Year 2 children drawing on key vocabulary taught in Autumn 1) What do you think the song is about? Introduce listening to the lyrics. Game: How many people can you hear? Write on boards how many voices they can hear. Introduce that when we sing in an 'Ensemble' or in 'Unison' we should sound like one. Introduce the song using call and repeat- teacher to call out the lyric children to repeat. Discuss throughout the different parts of songs (Verse, chorus and bridge). Year 1- Continue practising song throughout led by teacher in call and repeat. Year 2- Children to continue practising call and repeat in small groups (one leader at a time). Deepen the moment: Look at the lyrics of the song, can you create a different song title to suit the song?
Lesson 2 – To be able to sing notes of different pitches and recognise different sounds.	How many sounds can we sing?	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Soft Loud Quiet Audience Pulse Dynamics Tempo Pitch	GD: Using key vocabulary throughout and explain how to change the pitch of your voice.	Children may think that pitch is the volume of the song. Ensure you recap the VIP – what does pitch mean?	Recap of prior knowledge: Mix the lyrics of the song up. Can you put them in the correct order? Reflect on – why do our voices sound different? Discuss singing notes in different pitches and tones of voice. Warm up: https://www.bbc.co.uk/teach/bring-the-noise/understanding-pitch/z4hw47h - Do-Re-Mi

			Sound Notes Posture	SEND: Experiment making different sounds with their voice and instruments.	<p>warm up. Demonstrate how the shape of your mouth changes for different sounds.</p> <p>Listen to the song. How many notes of different sounds can you hear? Is the song high or low? Quiet or loud? Does it change? Do people sing the same notes? Play two parts of the song where the notes are considerably different. Children to practise changing the sound of their voice.</p> <p>Game: Can you sing the song low, high or even whisper? Practise performing the song. How does our posture affect our singing?</p> <p>Year 1- Continue practising song throughout led by teacher in call and repeat.</p> <p>Year 2- Children to continue practising call and repeat in small groups (one leader at a time) changing the pitch each time. Whole class to sing together in the correct pitch throughout.</p> <p>Deepen the moment: Can you sing a lyric from your favourite song in a different pitch?</p>
<p>Context (big picture learning) By the end of this unit the children will be able to confidently sing songs from memory in front of an audience in their Christmas performance. The children will gather an understanding of key vocabulary that will help them when creating and composing music later in their learning.</p>					

Music Knowledge Organiser

Intent- We will be able to confidently sing songs from memory in front of an audience in our Christmas performance. We will understand key vocabulary that will help us when creating and composing music later in our learning.

VIP's

- Music groups are called ensembles.
- The pitch is how high or low a note is.
- Lyrics are the words in a song.
- The chorus is repeated throughout the song.
- You can sing notes of different pitches and sounds.
- Different notes make songs sound different.
- All voices have a different tone and pitch.
- The group of people watching a performance are called an audience.
- Our posture can affect our singing.
- The pulse is a steady beat.
- Rhythm is the pattern of long and short sounds as you move through the song.
- The pitch of a song can change to suit your voice.



Key Vocabulary

- Audience** - The group of people watching a performance are called an audience.
- Pulse**- The pulse is a steady beat.
- Rhythm**- The pattern of long and shorts sounds through the song.
- Ensemble**- A music group performing together.
- Unison**- Singing as a group together.
- Lyrics**- The words in a song.
- Chorus**- The main part of a song which is usually repeated.
- Pitch**- The pitch is how high or low a note is.
- Notes**- The different sounds in music.

Fat Questions:

- Why do our voices sound different?
- Why do songs have notes of different pitches? What would music sound like if they were all the same?
- Can you sing a song as an ensemble, even though it was created to be a solo?
- Can you listen to music in space?

Outcomes

1. To be able to sing notes of different pitches and learn and recognise different sounds.
2. To be able to stop and start singing when following a leader.
3. To confidently sing songs from memory in front of an audience.
4. Understand what singing in unison is.

