AMBERLEY PRIMARY SCHOOL
MTP PLANNING WEB
YEAR 2 – Autumn 2
MAIN SUBJECT: Music – Sing Up

INTENT

What do we want the children to remember/ be able to do?

- Improvise rhythms along to a backing track using the note C or G.
- Compose call-and-response music.
- Play the melody on a tuned percussion instrument.
- Sing with good diction.
- Recognise and play echoing phrases by ear.

IMPLEMENTATION/ IMPACT

Sequence of lessons

Tony Chestnut

- **Lesson 1:** Get to know the song – learn the melody and add actions on the beat.
- **Lesson 2:** Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture.
- **Lesson 3:** Progression snapshot 1. Make a video recording of children singing.
- **Lesson 4:** Play the songs melody on a tuned percussion instrument.
- **Lesson 5:** Improvise rhythms along to a backing track.
- **Lesson 6:** Compose call-and-response music.
- **Lesson 7: Music appreciation.**

LEARNING HOOK

Tony Chestnut

Vocabulary

Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.
Pitch, structure, tempo, timbre, diction and improvise.

Visits/ Visitors
Whole School Rocksteady Assembly

How do we develop SMSC?

Mental health benefits of singing, team work and working collaboratively

MEASURING IMPACT

Assessment

By the end of this unit, pupils will be able to sing with good diction to emphasise word play. They will be able to learn to play the melody of the song on tuned percussion instruments and they will be able to make up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.

National Curriculum for Music KS1 coverage: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Model Music Curriculum YEAR 2 coverage: Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create and perform their own chanted rhythm patterns with stick notation. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).